

<p><b>COURSE: ADVANCED PLACEMENT UNITED STATES HISTORY</b></p> <p><b>UNITS OF CREDIT:</b> One Year</p> <p><b>PREREQUISITES:</b> None</p> <p><b>GRADE LEVEL:</b> 11 &amp; 12</p>	<p><b>COURSE OVERVIEW:</b> Advanced Placement United States History is a demanding class and should be attempted by all students with an interest in the subject matter who have advanced reading and writing skills. The purpose of the course is to provide students with a chronological survey of American history from 1491 to the present day. Structured at the introductory college level, students prepare to successfully pass the College Board exam at the conclusion of the school year. For a more detailed description of the course, please consult the College Board’s Advanced Placement United States History Course Description And Exam Description.</p>
<p><b>NCSS THEMES</b></p> <ul style="list-style-type: none"> <li>• Culture</li> <li>• Time, Continuity, and Change</li> <li>• People, Places and Environments</li> <li>• Individual Development and Identity</li> <li>• Individuals, Groups, and Institutions</li> <li>• Power, Authority, and Governance</li> <li>• Production, Distribution, and Consumption</li> <li>• Science, Technology, Society</li> <li>• Global Connections</li> <li>• Civic Ideals and Practices</li> </ul>	<p><b>OPI MONTANA STANDARDS</b></p> <ol style="list-style-type: none"> <li>1. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.</li> <li>2. Students analyze how people create and change structures of power, authority, and governance to understand the operations of government and to demonstrate civic responsibility.</li> <li>3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).</li> <li>4. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.</li> <li>5. Students make informed decisions based on an understanding of the economic principles of productions, distribution, exchange, and consumption.</li> <li>6. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.</li> </ol>
<p><b>COMMON CORE LITERACY STANDARDS FOR SOCIAL STUDIES</b></p>	
<p><b>READING</b> (Informational)</p> <p><b>RH.11-12.1</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>RH.11-12.2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>	<p><b>WRITING</b></p> <p><b>WHST.11-12.1</b> Write arguments focused on discipline-specific content.</p> <p><b>WHST.11-12.1a</b> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p>

**RH.11-12.3** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**RH.11-12.4** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10; how the use of "sovereignty" in official documents impacts political and legal relationships).

**RH.11-12.5** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

**RH.11-12.6** Evaluate authors', incorporating American Indian authors, differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

**RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**RH.11-12.8** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. Include texts by and about American Indians.

**RH.11-12.9** Integrate information from diverse sources, including American Indian sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**RH.11-12.10** Integrate information from diverse sources, including American Indian sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**WHST.11-12.1b** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

**WHST.11-12.1c** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

**WHST.11-12.1d** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**WHST.11-12.1e** Provide a concluding statement or section that follows from or supports the argument presented.

**WHST.11-12.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

**WHST.11-12.2a** Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**WHST.11-12.2b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**WHST.11-12.2c** Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**WHST.11-12.2d** Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

**WHST.11-12.2e** Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

**WHST.11-12.3** (See note; not applicable as a separate requirement)

**WHST.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WHST.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**WHST.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**WHST.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**WHST.11-12.8** Gather relevant information from multiple authoritative oral, print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**WHST.11-12.9** Draw evidence from informational texts to support analysis, reflection, and research. Include texts by and about Tribal Nations.

**WHST.11-12.10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

	<p><b>Note:</b> Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>
<p><b>IEFA: ESSENTIAL UNDERSTANDINGS</b></p>	<p><b>HIGH SCHOOL: FOCUS AREAS (GLOBAL)</b></p>
<p><b>ESSENTIAL UNDERSTANDING 1:</b> There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.</p>	<ul style="list-style-type: none"> <li>• Local and global Issues related to Indigenous cultures and languages <ul style="list-style-type: none"> <li>○ Cultural Preservation and revitalization</li> <li>○ Bilingualism</li> <li>○ Multiculturalism</li> <li>○ Assimilation</li> <li>○ Loss of diversity</li> <li>○ Cultural homogenization</li> <li>○ Marginalization</li> <li>○ Linguistic rights</li> <li>○ Civil rights</li> <li>○ Human rights</li> <li>○ Colonization</li> <li>○ Nationalism</li> <li>○ Globalization</li> </ul> </li> <li>• Indigenous perspectives on local/global problems <ul style="list-style-type: none"> <li>○ Climate change</li> <li>○ Sustainable development</li> <li>○ Global public health</li> </ul> </li> </ul>

<p><b>ESSENTIAL UNDERSTANDING 2:</b> There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.</p>	<ul style="list-style-type: none"> <li>• Historical and political influences on Tribal Nation identity. <ul style="list-style-type: none"> <li>○ Identity development (personal experience)</li> <li>○ Change (individually and collectively; over one’s life time and over the past decades)</li> </ul> </li> <li>• Indigenous Identity in the multicultural U.S. society and the globalizing world</li> <li>• Individual identity vs. collective Tribal Nation identity <ul style="list-style-type: none"> <li>○ Contexts</li> <li>○ Functions</li> </ul> </li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 3:</b> The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.</p>	<ul style="list-style-type: none"> <li>• Ideologies of Native traditional beliefs and spirituality in the modern day life <ul style="list-style-type: none"> <li>○ Complementarities</li> <li>○ Clashes</li> </ul> </li> <li>• Indigenous ways of knowing vs. Western ways of knowing <ul style="list-style-type: none"> <li>○ Native science</li> <li>○ Indigenous perspectives on ecology and environment</li> </ul> </li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 4:</b> Reservations are lands that have been reserved by the tribes for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:</p> <ol style="list-style-type: none"> <li>I. Both parties to treaties were sovereign powers.</li> <li>II. Indian tribes had some form of transferable title to the land.</li> <li>III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists.</li> </ol>	<ul style="list-style-type: none"> <li>• Reservation as a product of settler colonialism and imperialism</li> <li>• Reservation system in the U.S. in contrast to other forms of colonization impacting Indigenous populations around the world</li> <li>• Issues of Indigenous land rights in local and global contexts</li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 5:</b> There were many federal policies put into place throughout American history that have affected Indian people and still shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods:</p> <ul style="list-style-type: none"> <li>Colonization/Colonial Period 1492 – 1800s</li> <li>Treaty Period 1789 - 1871</li> <li>Assimilation Period - Allotment and Boarding School 1879 - 1934</li> <li>Tribal Reorganization Period 1934 - 1958</li> <li>Termination and Relocation Period 1953 - 1971</li> <li>Self-determination Period 1968 – Present</li> </ul>	<ul style="list-style-type: none"> <li>• Impacts and implications of inconsistent U.S. federal policies on Indigenous populations</li> <li>• U.S. federal policies related to American Indians in contrast to national policies of other countries related to Indigenous populations</li> <li>• Local and global examples of assimilation policies</li> <li>• “Self-determination” movements around the world</li> </ul>

<p><b>ESSENTIAL UNDERSTANDING 6:</b> History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.</p>	<ul style="list-style-type: none"> <li>• History from the point of view of Indigenous people and the concepts of <ul style="list-style-type: none"> <li>○ Power</li> <li>○ Discrimination and racism</li> <li>○ Free and democratic society</li> <li>○ Conflict</li> </ul> </li> <li>• Indigenous voices in the global context <ul style="list-style-type: none"> <li>○ Multicultural education</li> <li>○ Social justice</li> <li>○ Place-based knowledge</li> <li>○ Politics</li> <li>○ Participatory approach to development</li> </ul> </li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 7:</b> Under the American legal system, Indian tribes have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.</p>	<ul style="list-style-type: none"> <li>• Evidence and counter-evidence of sovereignty being upheld <ul style="list-style-type: none"> <li>○ Montana</li> <li>○ U.S.</li> <li>○ Countries with Indigenous populations</li> </ul> </li> <li>• UN's Declaration of Indigenous People's Rights <ul style="list-style-type: none"> <li>○ Implications for local tribes</li> <li>○ Implications for Indigenous peoples around the world</li> <li>○ Legal implications locally and nationally</li> </ul> </li> </ul>

**ESSENTIAL QUESTIONS – AP U.S. HISTORY**

- How and why have debates over American national identity changed over time?
- How have gender, class, ethnic, religious, regional, and other group identities changed in different eras?
- How have changes in markets, transportation, and technology affected American society from colonial times to the present day?
- Why have different labor systems developed in British North America and the United States, and how have they affected U.S. society?
- How have debates over economic values and the role of government in the U.S. economy, affected politics, society, the economy, and the environment?
- Why have people migrated to, from, and within North America?
- How have changes in migration and population patterns affected American life?
- How and why have different political and social groups competed for influence over society and government in what would become the United States?
- How have Americans agreed on or argued over the values that guide the political system as well as who is a part of the political process?
- How have events in North America and the United States related to contemporary developments in the rest of the world?
- How have different factors influenced U.S. military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas?
- How did interactions with the natural environment shape the institutions and values of various groups living on the North American continent?
- How did economic and demographic changes affect the environment and lead to debates over use and control of the environment and natural resources?
- How and why have moral, philosophical, and cultural values changed in what would become the United States?
- How and why have changes in moral, philosophical, and cultural values affected U.S. history?

**TOPICS AND KEY CONCEPTS - AP U.S. HISTORY**

**TOPICS**

- On a North American continent controlled by Tribal Nations, contact among the peoples of Europe, the Americans, and West Africa created a new world.

**KEY CONCEPTS**

- Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other.
- European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.
- Contacts among Tribal Nations, Africans, and Europeans challenged the worldviews of each group.

<ul style="list-style-type: none"> <li>Europeans and Tribal Nations maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and native societies emerged.</li> </ul>	<ul style="list-style-type: none"> <li>Differences in imperial goals, cultures, and the North American environments that different empires confronted led Europeans to develop diverse patterns of colonization.</li> <li>European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples.</li> <li>The increasing political, economic, and cultural exchanges within the “Atlantic World” had a profound impact on the development of colonial societies in North America.</li> </ul>
<ul style="list-style-type: none"> <li>British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation’s social, political, and economic identity.</li> </ul>	<ul style="list-style-type: none"> <li>Britain’s victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists, and Tribal Nations, culminating in the creation of a new nation, the United States.</li> <li>In the late 18th century, new experiments with democratic ideas and republican forms of government, as well as other new religious, economic, and cultural ideas, challenged traditional imperial systems across the Atlantic World.</li> <li>Migration within North America, cooperative interaction, and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic, multiracial national identity.</li> </ul>
<ul style="list-style-type: none"> <li>The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes.</li> </ul>	<ul style="list-style-type: none"> <li>The United States developed the world’s first modern mass democracy and celebrated a new national culture, while Americans sought to define the nation’s democratic ideals and to reform its institutions to match them.</li> <li>Developments in technology, agriculture, and commerce precipitated profound changes in U.S. settlement patterns, regional identities, gender and family relations, political power, and distribution of consumer goods.</li> <li>U.S. interest in increasing foreign trade, expanding its national borders, and isolating itself from European conflicts shaped the nation’s foreign policy and spurred government and private initiatives.</li> </ul>

<ul style="list-style-type: none"> <li>As the nation expanded and its population grew, regional tensions, especially over slavery, led to a civil war – the course and aftermath of which transformed American society.</li> </ul>	<ul style="list-style-type: none"> <li>The United States became more connected with the world as it pursued an expansionist foreign policy in the Western Hemisphere and emerged as the destination for many migrants from other countries.</li> <li>Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.</li> <li>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.</li> </ul>
<ul style="list-style-type: none"> <li>The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.</li> </ul>	<ul style="list-style-type: none"> <li>The rise of big business in the United States encouraged massive migrations and urbanization, sparked government and popular efforts to reshape the U.S. economy and environment, and renewed debates over U.S. national identity.</li> <li>The emergence of an industrial culture in the United States led to both greater opportunities for, and restrictions on, immigrants, minorities, and women.</li> <li>The “Gilded Age” witnessed new cultural and intellectual movements in tandem with political debates over economic and social policies.</li> </ul>
<ul style="list-style-type: none"> <li>An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role.</li> </ul>	<ul style="list-style-type: none"> <li>Governmental, political, and social organizations struggled to address the effects of large-scale industrialization, economic uncertainty, and related social changes such as urbanization and mass migration.</li> <li>A revolution in communications and transportation technology helped to create a new mass culture and spread “modern” values and ideas, even as cultural conflicts between groups increased under the pressure of migration, world wars, and economic distress.</li> <li>Global conflicts over resources, territories, and ideologies renewed debates over the nation’s values and its role in the world, while simultaneously propelling the United States into a dominant international military, political, cultural, and economic position.</li> </ul>
<ul style="list-style-type: none"> <li>After World War II, the United States grappled with prosperity and unfamiliar international responsibilities, while struggling to live up to its ideals.</li> </ul>	<ul style="list-style-type: none"> <li>The United States responded to an uncertain and unstable postwar world by asserting and attempting to defend a position of global leadership, with far-reaching domestic and international consequences.</li> <li>Liberalism, based on anticommunism abroad and a firm belief in the efficacy of governmental and especially federal power to achieve social goals at home, reached its apex in the mid-1960s and generated a variety of political and cultural responses.</li> <li>Postwar economic, demographic, and technological changes had a far-reaching impact on American society, politics, and the environment.</li> </ul>

- As the United States transitioned to a new century filled with challenges and possibilities, it experienced renewed ideological and cultural debates, sought to redefine its foreign policy, and adapted to economic globalization and revolutionary changes in science and technology.

- A new conservatism grew to prominence in U.S. culture and politics, defending traditional social values and rejecting liberal views about the role of government.
- The end of the Cold War and new challenges to U.S. leadership in the world forced the nation to redefine its foreign policy and global role.
- Moving into the 21st century, the nation continued to experience challenges stemming from social, economic, and demographic changes.