



ORGANIZING THEME/TOPIC

FOCUS STANDARDS & SKILLS

<p>UNIT 1: COLONIAL AMERICA 1491 – 1754</p> <p>Suggested Time Frame: Quarter 1</p>	<p>How did America transform from an isolated native domain to a land highly sought after by European nations? <i>AP Framework – Period 1</i></p> <ul style="list-style-type: none"> • The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1) • The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1) • The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1) <p>How did distinctive native and colonial societies evolve during the colonial period of 1607-1754? <i>AP Framework – Period 2</i></p> <ul style="list-style-type: none"> • The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1) • The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) • The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)
<p>UNIT 2: FOUNDING AMERICA 1754 – 1800</p> <p>Suggested Time Frame: Quarter 1</p>	<p>How did the Anglo-American relationship change after the French and Indian war that lead to the colonies justifying resisting England? <i>AP Framework – Period 2/Period 3</i></p> <ul style="list-style-type: none"> • The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1) • The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1) • The student will use his/her understanding of these dynamic relationships to create a personal, community, state, and/or national narrative (5.4) <p>What were the political, social and economic influences that lead to war with and in separation from England? <i>AP Framework – Period 3</i></p> <ul style="list-style-type: none"> • The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) • The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2) • The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2)

	<p>To what extent were the problems of the democratic governance addressed by the Constitution? <i>AP Framework – Period 3</i></p> <ul style="list-style-type: none"> • The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) • The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2) • The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2) <p>What is the role of government (federalism)? <i>AP Framework – Period 3</i></p> <ul style="list-style-type: none"> • The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3) <p>How did the new nation define itself internally and externally (e.g. rise of political parties, Washington, Adams, etc.) <i>AP Framework – Period 3</i></p> <ul style="list-style-type: none"> • The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1) • The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3) • The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)
<p>UNIT 3: BUILDING THE NEW NATION 1800 – 1848</p> <p>Suggested Time Frame: Quarter 2</p>	<p>How did the new nation define itself internally and externally (e.g. Jefferson, Monroe, Jackson, etc.)? <i>AP Framework – Period 4</i></p> <ul style="list-style-type: none"> • The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1) • The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3) • The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1) <p>To what extent did the three branches of government exercise checks and balances upon each other? <i>AP Framework – Period 4</i></p> <ul style="list-style-type: none"> • The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2) • The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4) <p>In what ways did the Jackson era reshape American democracy? <i>AP Framework – Period 4</i></p> <ul style="list-style-type: none"> • The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1) <p>How did innovations and advances in technology change business, lifestyles, and culture? <i>AP Framework – Period 4</i></p> <ul style="list-style-type: none"> • The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3) • The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)

	<p>To what extent was the American nation growing both nationally and sectionally? <i>AP Framework – Period 4</i></p> <ul style="list-style-type: none"> • The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2) • The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3)
<p>UNIT 4: CIVIL WAR 1848 -1877</p> <p>Suggested Time Frame: Quarter 2</p>	<p>How did the choices made by the framers of the Constitution lead to compromise, conflict, and resolution? <i>AP Framework – Period 5</i></p> <ul style="list-style-type: none"> • The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1) • The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) • The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2) • The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2) • The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3) <p>How did the annexation of new territories to the United States challenge political and sectional powers? <i>AP Framework – Period 5</i></p> <ul style="list-style-type: none"> • The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) • The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1) <p>In what ways did the United States attempt to compromise to prevent conflict and preserve the union? <i>AP Framework – Period 5</i></p> <ul style="list-style-type: none"> • The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2) <p>How does Lincoln change the role of the presidency? <i>AP Framework – Period 5</i></p> <ul style="list-style-type: none"> • The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision (1.4) • The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1) • The student will investigate an example of continuity and/or change and connect that continuity and/or change to a contemporary issue (4.3) <p>What role did the emancipation proclamation play in changing the purpose of the war? <i>AP Framework – Period 5</i></p> <ul style="list-style-type: none"> • The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) • The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2)

	<p>How did the war change individual and national culture and identity? <i>AP Framework – Period 5</i></p> <ul style="list-style-type: none"> • The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2) • The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1) <p>To what extent did Reconstruction succeed; to what extent did Reconstruction fail? <i>AP Framework – Period 5</i></p> <ul style="list-style-type: none"> • The student will use his/her understanding of these dynamic relationships to create a personal, community, state, and/or national narrative (5.4) <p>How did the 13th, 14th, and 15th amendments empower people to exercise their constitutional rights (e.g. Voting Rights Act, Civil Rights Act, etc.)? <i>AP Framework – Period 5</i></p> <ul style="list-style-type: none"> • The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2) • The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4)
<p>UNIT 5: THE GILDED AGE 1865 – 1900</p> <p>Suggested Time Frame: Quarter 3</p>	<p>How did policies concerning Native Americans change after the Civil War? <i>AP Framework – Period 6</i></p> <ul style="list-style-type: none"> • The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2) • The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2) <p>How has the immigrant changed America and America changed the immigrant? <i>AP Framework – Period 6</i></p> <ul style="list-style-type: none"> • The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1) • The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2) <p>In what ways were business leaders both “captains of industry” and “robber barons?” <i>AP Framework – Period 6</i></p> <ul style="list-style-type: none"> • The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2) <p>What role should the government play in business and industry? <i>AP Framework – Period 6</i></p> <ul style="list-style-type: none"> • The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) • The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3)

	<p>To what extent does westward migration, new systems of farming and transportation, and economic instability lead to political and popular conflicts? <i>AP Framework – Period 6</i></p> <ul style="list-style-type: none"> • The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3) • The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1) <p>To what extent has the American frontier developed the American identity? <i>AP Framework – Period 6</i></p> <ul style="list-style-type: none"> • The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2) • The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1) <p>How do minority groups raise awareness and debate issues of their place and role in American society? <i>AP Framework – Period 6</i></p> <ul style="list-style-type: none"> • The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3) • The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4)
<p>UNIT 6: AMERICA ON THE WORLD STAGE 1900-1920</p> <p>Suggested Time Frame: Quarter 3</p>	<p>How did individuals, interest groups, and political parties influence reform? <i>AP Framework – Period 7</i></p> <ul style="list-style-type: none"> • The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4) • The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1) <p>How did populists and progressives attempt to place an emphasis on the power of the individual? <i>AP Framework – Period 7</i></p> <ul style="list-style-type: none"> • The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2) • The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3) <p>What motivated Americans to look outside the United States for expansion? <i>AP Framework – Period 7</i></p> <ul style="list-style-type: none"> • The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision (1.4) • The student will investigate an example of continuity and/or change and connect that continuity and/or change to a contemporary issue (4.3) <p>Why did the United States get involved in World War I? <i>AP Framework – Period 7</i></p> <ul style="list-style-type: none"> • The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision (1.4)

	<p>How does Wilson convince the American public to engage in international conflict? <i>AP Framework – Period 7</i></p> <ul style="list-style-type: none"> The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4) <p>What were the political, social, and economic effects of World War I on the United States? <i>AP Framework – Period 7</i></p> <ul style="list-style-type: none"> The student will use his/her understanding of these dynamic relationships to create a personal, community, state, and/or national narrative (5.4)
<p>UNIT 7: BOOM, BUST AND DUST 1920 - 1945</p> <p>Suggested Time Frame: Quarter: 3 – 4</p>	<p>To what extent did economic choices made in the 1920s lead to the stock market crash and the Great Depression? <i>AP Framework – Period 7</i></p> <ul style="list-style-type: none"> The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1) <p>How did traditional and modern ideas clash during the 1920s and what were the outcomes of these conflicts? <i>AP Framework – Period 7</i></p> <ul style="list-style-type: none"> The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2) The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3) <p>Analyze the response of the Hoover and Roosevelt administrations to the crisis of the Great Depression and to what extent the responses were effective or ineffective. <i>AP Framework – Period 7</i></p> <ul style="list-style-type: none"> The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1) The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision (1.4) <p>To what extent did the New Deal mark a fundamental change in the role of government? <i>AP Framework – Period 7</i></p> <ul style="list-style-type: none"> The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2) The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2) <p>How do the ideological arguments of supporters and critics of the New Deal and their positions compare? <i>AP Framework – Period 7</i></p> <ul style="list-style-type: none"> The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1)

UNIT 8: WORLD WAR
2/ORIGINS OF THE COLD
WAR
1935 – 1952

Suggested Time Frame:
Quarter: 3/4

How did the United States' involvement in World War II transform both American society and the relationship between the United States and the rest of the world?

AP Framework – Period 7

- The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1)
- The student will investigate an example of continuity and/or change and connect that continuity and/or change to a contemporary issue (4.3)

To what extent does World War I lead to World War II?

AP Framework – Period 7

- The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1)
- The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)

How do choices made by the United States during the 1930s impact the events leading up to World War II?

AP Framework – Period 7

- The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1)

In what way does the role of government change during a time of war?

AP Framework – Period 7

- The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2)
- The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1)

How important was the home front to victory in World War II?

AP Framework – Period 7

- The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1)
- The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)

In regard to American military tactics/strategies utilized during World War II, to what extent did the ends justify the means?

AP Framework – Period 7

- The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision (1.4)

What were the domestic and international consequences of the United States' response to an unstable and uncertain postwar world?

AP Framework – Period 8

- The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)
- The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision (1.4)

	<p>How did the potential spread, and perceived threat of communism influence government actions at home and abroad during the Cold War? <i>AP Framework – Period 8</i></p> <ul style="list-style-type: none"> • The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) • The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4)
<p>UNIT 9: AMERICA IN THE GLOBAL AGE 1950 - 1980</p> <p>Suggested Time Frame: Quarter: 4</p>	<p>Can the actions of one citizen bring about change in social policy? <i>AP Framework – Period 8</i></p> <ul style="list-style-type: none"> • The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) <p>Under what circumstances, if any, is civil disobedience justified? <i>AP Framework – Period 8</i></p> <ul style="list-style-type: none"> • The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) • The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3) • The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4) <p>To what extent did the Cold War fluctuate between periods of direct and indirect military confrontation and periods of mutual coexistence? <i>AP Framework – Period 8</i></p> <ul style="list-style-type: none"> • The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1) • The student will use his/her understanding of these dynamic relationships to create a personal, community, state, and/or national narrative (5.4) <p>What were the consequences of ideological, economic, demographic, and technological changes on American society, identity, politics, and the environment? <i>AP Framework – Period 8 and 9</i></p> <ul style="list-style-type: none"> • The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision (1.4) • The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2) • The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)
<p>UNIT 10: AMERICA IN THE 21ST CENTURY 1980 - Present</p> <p>Suggested Time Frame: Quarter: 4</p>	<p>What events led to and what was the impact of new conservatism on United States culture and politics? <i>AP Framework – Period 9</i></p> <ul style="list-style-type: none"> • The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) • The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2)

To what extent has the US policy of nation building throughout and beyond the Cold War led to contemporary conflict and issues?

AP Framework – Period 9

- The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision (1.4)
- The student will use his/her understanding of these dynamic relationships to create a personal, community, state, and/or national narrative (5.4)

What would be the Founding Fathers' impression of America today?

AP Framework – Periods 2,3, and 9

- The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2)

Moving into the 21st century what social, economic and demographic changes are on the horizon?

AP Framework – Period 9

- Choices have consequences (1)
- Individuals have rights and responsibilities (2)
- Societies are shaped by beliefs, ideas, and diversity (3)
- Societies experience continuity and change over time (4)
- Relationships among people, places, ideas, and environments are dynamic (5)