

**SOCIAL STUDIES****ADVANCED PLACEMENT UNITED STATES HISTORY  
GRADE 11**

*Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.*

**COURSE DESCRIPTION**

Advanced Placement United States History is offered to the serious student who desires the challenge of a college-level course in high school. The course covers American history from the colonial period to the present and emphasizes the analysis of events and eras. Extensive reading and writing is required. Students are expected to take the Advanced Placement History Examination in May. College credit may be granted, subject to the requirements of the college or university. Students who do not take the Advanced Placement exam will take the United States History Standards of Learning test.

**PREREQUISITE**

World Geography, World History to 1500 A.D., World History since 1500 A.D.

or

Advanced Placement European History

or

Advanced Placement Human Geography

**OPTIONS FOR NEXT COURSE**

Virginia and United States Government

Advanced Placement United States Government and Politics

**REQUIRED STUDENT TEXTBOOK**

*The American Pageant: A History of the Republic*, 12<sup>th</sup> edition (D. C. Heath, 2003)

*After the Fact: The Art of Historical Detection*, 5<sup>th</sup> edition (Glencoe McGraw Hill, 2005)

**SUPPLEMENTARY MATERIALS**

The teacher may choose to supplement the basal textbook with materials to extend and enrich the students' understanding of course topics. These materials may be drawn from daily newspapers, periodicals, television and other visual media, primary source documents, simulations, and computer programs.

For more information on this or any other Advanced Placement course, visit College Board Online at [www.collegeboard.org](http://www.collegeboard.org).

**THE KNOWLEDGE, SKILLS, AND ATTITUDES THAT COMPRISE THE ADVANCED PLACEMENT UNITED STATES HISTORY COURSE ARE SUMMARIZED AS FOLLOWS FROM THE PRESCRIBED CURRICULUM:**

**TOPICS OF STUDY**

**Unit 1: Discovery and Exploration of America**

- APUS.1.1 Describe the cultural and regional differences of the American Indian empires in Mesoamerica, the Southwest, and the Mississippi Valley.
- APUS.1.2 Analyze the cultural differences of the Native American tribes at the time of European contact.
- APUS.1.3 Describe the political, economic, and social events that led to European exploration of the New World.
- APUS.1.4 Compare the motivations and effects of early Spanish, English, and French exploration.

**Unit 2: Early Settlement of America**

- APUS.2.1 Define the political, economic, and social origins of the Chesapeake Bay region (Virginia and Maryland).
- APUS.2.2 Describe the political, economic, and social origins of the New England colonies (Massachusetts, Rhode Island, Connecticut, and New Hampshire).
- APUS.2.3 Describe purposes for establishment of the Restoration Colonies.
- APUS.2.4 Analyze the role/effects of dissent in the English colonies.
- APUS.2.5 Describe colonial American society in the mid-18<sup>th</sup> century.

**Unit 3: The American Revolution**

- APUS.3.1 Identify issues faced by the British government in their administration of the American colonies.
- APUS.3.2 Identify British actions and colonial reactions that led to the outbreak of the American Revolution.
- APUS.3.3 Evaluate previous attempts of colonial cooperation.
- APUS.3.4 Describe key political and military events of the American Revolution.
- APUS.3.5 Describe the effect of the American Revolution on the national and state governments of the United States.
- APUS.3.6 Account for democratic social reforms at the conclusion of the American Revolution.

**Unit 4: Constitution and Early Republic**

- APUS.4.1 Compare and contrast the strengths and weaknesses of the Articles of Confederation.
- APUS.4.2 Describe attempts to address the ineffectiveness of government under the Article of Confederation.
- APUS.4.3 Describe the delegates and issues presented at the Constitutional Convention.
- APUS.4.4 Describe Federalist and Anti-Federalist views on Constitutional ratification.
- APUS.4.5 Evaluate the legacy of Washington's presidency.
- APUS.4.6 Compare and contrast the first political parties.
- APUS.4.7 Evaluate the legacy of Federalist president John Adams.

**Unit 5: Constitution and Late Republic**

- APUS.5.1 Describe the "Revolution of 1800."
- APUS.5.2 Evaluate President Jefferson's policies for key domestic issues.
- APUS.5.3 Describe foreign affairs during Jefferson Presidency.
- APUS.5.4 Identify key events associated with James Madison's presidency.
- APUS.5.5 Analyze the cause and effects of the War of 1812.
- APUS.5.6 Describe the military and political events associated with the War of 1812.
- APUS.5.7 Describe the long-term effects of the War of 1812.

**Unit 6: A Developing Democracy**

- APUS.6.1 Describe the development of America's antebellum economy.
- APUS.6.2 Evaluate the legacy of James Monroe's presidency.
- APUS.6.3 Describe key social issues of antebellum America.
- APUS.6.4 Evaluate the legacy of Andrew Jackson's presidency.

**Unit 7: Expansion, War, and Reconstruction**

- APUS.7.1 Describe how the role of Manifest Destiny was used to justify the expansion of the U.S. to 1867.

- APUS.7.2 Assess the social and economic effects of slavery on the United States.
- APUS.7.3 Describe the events, actions, and key individuals associated with the anti-slavery movement.
- APUS.7.4 Evaluate the effects of political solutions in addressing the issues slavery.
- APUS.7.5 Evaluate the relative strengths of the North and the South at the beginning of the Civil War.
- APUS.7.6 Identify the key political and military events of the American Civil War.
- APUS.7.7 Evaluate the political, economic, and social effects of the Civil War.

**Unit 8: The Gilded Age**

- APUS.8.1 Explain the opportunities and challenges of westward movement after the Civil War.
- APUS.8.2 Describe the relationship between business and government during the Gilded Age.
- APUS.8.3 Assess the successes and failures of the labor movement.
- APUS.8.4 Describe the effects of industrialization on American farmers.
- APUS.8.5 Evaluate the contributions of early industrialists to America economic development.
- APUS.8.6 Describe the cultural characteristics of post-Civil War America.
- APUS.8.7 Evaluate the status of women in post-Civil War America.

**Unit 9: Foreign Policy**

- APUS.9.1 Analyze and explain the changes in American foreign policy (1865-1914) in terms of territorial growth and expansion.
- APUS.9.2 Analyze and explain the importance of U.S. involvement in World War I.
- APUS.9.3 Analyze and explain factors related to the Progressive Era and domestic policies.

**Unit 10: America Between the Wars: The 20s and 30s**

- APUS.10.1 Explain the effects of economic and political effects of the Republican administrators of the 1920s.
- APUS.10.2 Assess the effects of cultural change on American society during the 1920s.
- APUS.10.3 Assess the levels of cultural conflict in America during the 1920s.
- APUS.10.4 Account for the transition from a bull market to a bear market during the 1920s.
- APUS.10.5 Evaluate the success and failures of the New Deal.

**Unit 11: The Second World War**

- APUS.11.1 Explain the “myth” of 1920s isolationism.
- APUS.11.2 Account for the rise of totalitarian states during the 1930s.
- APUS.11.3 Identify the causes of the World War II.
- APUS.11.4 Evaluate the steps taken by the U.S. to build political relationships in the 1930s.
- APUS.11.5 Assess the effect of World War II on American political, economic, and social life.
- APUS 11.6 Describe the significance of military, political, and diplomatic turning points of the Second World War.
- APUS.11.7 Summarize the results of war-time conferences.
- APUS.11.8 Analyze the effect of World War II on American domestic and foreign affairs.

**Unit 12: The Truman and Eisenhower Years**

- APUS.12.1 Account for the changes in traditional American foreign policy brought on by the Cold War.
- APUS.12.2 Describe pivotal events in the early stages of the Cold War during the Truman and Eisenhower administrations.
- APUS.12.3 Describe the election of 1948.
- APUS.12.4 Assess the status of the civil rights movement in post-WWII America.
- APUS.12.5 Describe the effect of Cold War tensions on American life.
- APUS.12.6 Assess cultural changes within the United States during the early 1950s.

**Unit 13: Kennedy, Johnson, and Vietnam**

- APUS.13.1 Describe the issues and conduct of the 1960 Presidential election.
- APUS.13.2 Assess the success of Kennedy’s New Frontier proposals.
- APUS.13.3 Assess the success of Kennedy’s foreign policy efforts.
- APUS.13.4 Describe the status of minorities during the Kennedy administration.
- APUS.13.5 Trace the development of American involvement in Vietnam.
- APUS.13.6 Assess the success of Lyndon Johnson’s Great Society initiatives.
- APUS.13.7 Describe the status of the Civil Rights movement during the Johnson administrations.
- APUS.13.8 Assess America’s expanding role in Vietnam.

## Unit 14: Politics and Economics at the End of the Twentieth Century

- APUS.14.1 Describe Nixon's efforts to bring closure to the Vietnam War.
- APUS.14.2 Assess Nixon's success in altering Supreme Court philosophy.
- APUS.14.3 Evaluate the effects of Nixon's economic policies.
- APUS.14.4 Account for the increasing importance of the Middle East in American foreign policy.
- APUS.14.5 Trace the deterioration of the Nixon Presidency.
- APUS.14.6 Assess the successes and failures of the Ford presidency.
- APUS.14.7 Assess the successes and failures of the Carter presidency.

## Unit 15: America Since 1980

- APUS.15.1 Account for the demographic changes within the United States between 1980 and 2000.
- APUS.15.2 Describe the effect of technology and scientific progress on American society.
- APUS.15.3 Describe the political response to increased diversity.
- APUS.15.4 Account for the "Reagan Revolution."
- APUS.15.5 Evaluate the success of Reagan's foreign policy.
- APUS.15.6 Assess the success of Reagan's domestic policy.
- APUS.15.7 Account for the demise of the Soviet Union.
- APUS.15.8 Describe challenges faced by the United States in the post-Cold War Era.

## CITIZENSHIP GOALS

- Appreciating their place in the continuity of our nation's history
- Respecting the rights, property, beliefs, and opinions of others
- Appreciating the American cultural heritage and valuing its principles, beliefs, and freedoms
- Treating others with courtesy and respect
- Accepting responsibility for completing assignments
- Valuing the worth and dignity of all individuals
- Showing reason and mutual respect in resolving conflicts through compromise or consensus
- Accepting the rights and responsibilities of citizenship
- Keeping informed on current issues and events
- Participating in school and community activities

## SKILLS

- **Study Skills**
  - Taking organized and useful notes from lectures, discussions, and various printed sources of information
  - Using varied and diverse sources of information when researching a topic or issue
  - Preparing a bibliography
- **Chart/Graph Skills**
  - Drawing inferences from charts, graphs, tables, and time lines
  - Using charts, graphs, and tables to organize, display, and depict historical data
  - Making and interpreting cartoons reflecting varied points of view
- **Map/Globe Skills**
  - Locating historic and contemporary sites on maps
  - Making and interpreting special purpose maps
  - Determining distance and direction on maps
- **Problem-Solving/Decision-Making Skills**
  - Applying the problem-solving process to investigate key decisions and turning points in United States History
  - Evaluating the decision making and problem solving of key historical leaders
  - Identifying alternative courses of action and predicting likely consequences
- **Critical Thinking Skills**
  - Distinguishing between causes and effects
  - Distinguishing between fact and opinion, recognizing propaganda, and detecting author bias
  - Assessing the validity of differing historical interpretations
  - Recognizing patterns in history and using them to predict future developments
- **Communication Skills**
  - Preparing oral and written reports, projects, and presentations
  - Contributing ideas and suggestions to class discussion
  - Reading for a variety of purposes: critically, analytically, to predict outcomes, to answer questions, to form opinions, and to skim for facts
  - Restating major ideas of a complex topic in concise form
  - Writing papers analyzing historical issues or topics



## **VIRGINIA BEACH CITY PUBLIC SCHOOLS**

A H E A D O F T H E C U R V E

### Mission Statement

The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

Dr. James G. Merrill, Superintendent

### DEPARTMENT OF CURRICULUM AND INSTRUCTION

2512 George Mason Drive • P. O. Box 6038 • Virginia Beach, Virginia 23456-0038

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Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write The Department of Curriculum and Instruction,

Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038.

Telephone (757) 263-1070 or (757) 263-1429; fax (757) 263-1424; TDD (757) 263-1240

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