The Des Moines Public Schools Curriculum guide contains the prioritized standards, required pacing, materials and resources, and assessment correlates for the school year. This document is intended to be used in conjunction with our balanced assessment plan to scaffold our students in mastery of the Iowa Core State Standards.

**AP US History: Des Moines Public Schools**

2018-2019 CURRICULUM GUIDE

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| **College AP United States History** |
| The AP United States History course is equivalent to an introductory college-level course in U.S. history. This course develops students’ abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance – identify; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture – provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparison among various historical developments in different times and places. **AP United States History** **– Course Content:** • Period 1: 1491-1607 • Period 2: 1607-1754 • Period 3: 1754-1800 • Period 4: 1800-1848 • Period 5: 1844-1877 • Period 6: 1865-1898 • Period 7: 1890-1945 • Period 8: 1945-1980 • Period 9: 1980-Present**AP United States History – Historical Thinking Skills:**• Chronological Reasoning • Comparison and Contextualization • Crafting Historical Arguments from Historical Evidence • Historical Interpretation and Synthesis **AP United States History** **Exam**The AP United States History Exam measures students’ knowledge of U.S. history and their ability to think historically. **Format of Assessment** **Section I Part A: Multiple Choice | 50-55 Questions | 55 Minutes | 40% of Exam Score** • Questions appear in sets of 2-5 • Students analyze historical texts, interpretations, and evidence • Primary and secondary sources, images, graphs, and maps are included**Section I Part B: Short Answer | 4 Questions | 45 Minutes | 20% of Exam Score** • Questions provide opportunities for students to demonstrate what they know best • Some questions include texts, images, graphs, or maps **Section II Part A: Document-Based | 1 Question | 60 Minutes | 25% of Exam Score** • Analyze and synthesize historical data • Assess written, qualitative, or visual materials as historical evidence **Section II Part B: Long Essay | 1 Question | 35 Minutes | 15% of Exam Score** • Students select one of two questions • Explain and analyze significant issues in U.S. History • Develop an argument supported by an analysis of historical evidence **Link to Course Information @ AP Central:** <https://advancesinap.collegeboard.org/english-history-and-social-science/us-history>  |

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| Topic | Standards | Topic | Standards |
| Chronological Reasoning |  | **Writing for AP** |  |
| Comparison and Contextualization |  | **Historical Source Interpretation** |  |
| Historical Source Interpretation |  | **Key Concepts** |  |

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| AP United States History Course Topics – Semester 1 |
| **Text and Resources** |
| *Give Me Liberty! An American History, 3rd Edition.*  Eric FonerAP Teacher Community: <https://apcommunity.collegeboard.org/web/apushistory>  |
| Scales |
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| **Topic** | **4** | **3****Learning Goal** | **2** |
| **Chronological Reasoning** | 1. Causation-Synthesize causes/effects by connecting to different period, situation or area or by utilizing a different historical lens
2. CCOT-Synthesize CCOT by connecting to different period, situation or area or by utilizing a different historical lens
 | 1. Causation-Evaluate causes/effects & significance of factors
2. Continuity/Change over Time (CCOT)-Evaluate the significance of historical continuities and changes over periods of time
 | 1. Causation-Identify cause/effect & identify significance of factors
2. CCOT-Identify historical continuities and changes over time
 |
| **Comparison and Contextualization** | 1. Comparison-Compare and contrast multiple sources and types while analyzing the reasons for those
2. Comparison-Compare and contrast across multiple events, development or processes and the reasons for those
3. Contextualization- Situate historical events, developments, or processes within the broader regional, national, or global context in which they occurred and draw conclusions about their relative significance
 | 1. Comparison-Compare and contrast multiple sources and types
2. Comparison-compare and contrast historical events, developments, or processes
3. Contextualization-Situate historical events, developments, or processes within the broader regional, national, or global context in which they occurred
 | 1. Comparison-Identify similarities or differences between sources and/or
2. Comparison-Identify similarities or differences between historical events, developments, or processes
3. Contextualization-Recognize that historical events, developments, or processes occur within a broader regional, national, or global context
 |
| **Historical Source Interpretation** | 1. Critique an historian’s argument, considering author’s point of view, purpose, audience and/or historical context
2. Critique competing arguments or understanding of historical events, developments or processes
 | 1. Analyze an historian’s argument while explaining how the argument has been supported in relation to the author’s point of view, purpose, audience, and/or historical context
2. Analyze diverse historical interpretations
 | 1. Summarize an historian’s argument but fails to connect to author’s point of view, purpose, audience, and/or historical context
2. Identify diverse historical interpretations
 |
| **Key Concepts** | Synthesize understandings of content-specific key ideas, people, events and developments from within and through historical periods. | Apply and analyze content-specific key ideas, people, events and developments from each historical period. | Identify and explain content-specific key ideas, people, events and developments from each historical period |
| **Writing for AP** | 1. Thesis-historically defensible claim that answers all parts of the question and creates a cohesive argument that recognizes and accounts for historical complexity by demonstrating relationships among evidence such as contradiction, corroboration and/or qualification
2. DBQ: Utilizes 6 documents to support argument and explains significance of author’s point of view, purpose, historical context or audience for at least 3 documents
3. Option 1 DBQ: Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument (DBQ requires outside knowledge)

Option 2 LEQ: supports an argument analyzing multiple perspectives in response to the prompt using specific and relevant examples of evidence1. Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify or modify an argument that addresses the prompt
 | 1. Thesis-historically defensible claim that answers all parts of the question and creates a cohesive argument that recognizes and accounts for historical complexity by demonstrating relationships among evidence such as contradiction, corroboration and/or qualification
2. DBQ: Utilizes content of at least 3-6 documents to support argument and/or address topic of prompt and explains significance of author’s point of view, purpose, historical context or audience for at least 3 documents
3. Option 1 DBQ: Utilizes a specific piece of evidence relevant to an argument about the prompt (DBQ requires outside knowledge) Option 2 LEQ: supports an argument in response to the prompt using specific and relevant examples of evidence
4. Demonstrates an understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify or modify an argument that addresses the prompt
 | 1. Thesis-historically defensible claim that answers all parts of the question and creates a cohesive argument that recognizes and accounts for historical complexity by demonstrating relationships among evidence such as contradiction, corroboration and/or qualification
2. DBQ: Utilizes content of at least 3 documents to support argument and/or address topic of prompt and attempts to explain significance of author’s point of view, purpose, historical context or audience for at least 3 documents
3. LEQ only: provides specific examples of evidence relevant to the topic of the prompt
4. Attempts to demonstrate an understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify or modify an argument that addresses the prompt
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| AP United States History Course Topics – Semester 2 |
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| Scales |
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