

Advanced Placement (AP®) Social Studies Courses

The AP® social studies courses are intended to provide a rigorous college level introduction to the social sciences for high school students. While no official AP® teacher certification is issued by the College Board or by the North Carolina Department of Public Instruction, the College Board recommends that teachers complete an AP® Institute or workshop before teaching an AP® course. Additional information on teacher professional development, recommended texts, the courses, and the AP® exams is available to educators at the College Board website <http://apcentral.collegeboard.com>.

AP® teachers can also join a discussion group with other AP® teachers in their discipline by signing up on AP Central. Students can visit www.collegeboard.com/apstudents for additional information.

With the permission of the College Board, the North Carolina Department of Public Instruction has created course standards that reflect both the expectations of the College Board and the philosophy and format of the North Carolina Standard Course of Study (SCS). However, these course outlines are not intended to replace the extensive guidelines provided by the College Board in AP course description books (often referred to as the *acorn books*) for each subject.

Since the College Board frequently revises recommended topics and required skills, AP® teachers should obtain and follow the current course description for their courses.

ADVANCED PLACEMENT UNITED STATES HISTORY

Advanced Placement United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States History. Students will analyze historical material, synthesize their own ideas, and evaluate those of others. The AP United States History course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

Strands: Geographic Relationships, Historical Perspectives, Economics, Development of Government, Global Connections, Influences of Technology, Social Development, and Cultural Diversity.

COMPETENCY GOAL 1: Colonial America (1492-1754) The learner will identify causes of European exploration and colonial settlement and assess the structure of the European colonies.

Objectives

- 1.01 Identify and evaluate the causes of European exploration from the late 15th to the early 17th century.
- 1.02 Assess the structure and long-term influence of European settlements on the New World and the effects on American Indians.
- 1.03 Analyze the social, economic, and political effects of the British Empire on the American colonies with regard to the New England, Middle, and Southern colonies.

COMPETENCY GOAL 2: The Revolutionary Era (1754-1783) The learner will examine the causes for revolution, the course of the war, and evaluate the results.

Objectives

- 2.01 Examine the status of European rivalries in the New World and the causes for revolution among the American colonies.
- 2.02 Trace the events leading up to the revolution and through the course of the war and assess the impact that each had on the outcome.
- 2.03 Evaluate the social, political, and economic results of the Revolution.
- 2.04 Assess how the new national and state governments were formed and their effects on American society.

COMPETENCY GOAL 3: The New Nation (1783-1816) The learner will identify, investigate, and assess the formation and effectiveness of the institutions of the emerging republic.

Objectives

- 3.01 Identify and evaluate the events and compromises that led to the formation of a new government and differentiate between the Federalists and the Anti-Federalists views.
- 3.02 Investigate the effectiveness of the presidents and other officers of the federal government in leading the New Nation.
- 3.03 Assess the major foreign and domestic issues and conflicts experienced by the nation during this period and evaluate their impact on the new nation.

COMPETENCY GOAL 4: Nationalism, Sectionalism, and Reform (1816-1848) The learner will analyze the competing forces of nationalism and sectionalism and assess the effectiveness of the emerging reform movements.

Objectives

- 4.01 Examine the reasons for the emergence of nationalism and sectionalism during this period, and assess their impact on America.
- 4.02 Examine the evolution of the American economy during the first half of the 19th century and identify key events, inventions, and ideas as well as determine their significance.
- 4.03 Compare the economies of the North and South and assess the factors that caused these differences, as well as investigate the effects.
- 4.04 Evaluate the roles of the reform crusade on mid-19th century America and evaluate their effectiveness.

COMPETENCY GOAL 5: The Era of Expansion (1828-1848) The learner will analyze the cause and effect of Jacksonian Democracy and Manifest Destiny.

Objectives

- 5.01 Evaluate the extent to which the characterization of this time period as the era of the common man is correct.
- 5.02 Formulate reasons for the rise of the second party system in American politics.
- 5.03 Assess the actions of Andrew Jackson in dealing with issues such as: internal improvements, states' rights, and Indian removal.
- 5.04 Analyze American expansion through the major events of the time period such as the Texas issue, Mexican War, and the Oregon controversy.
- 5.05 Examine the results and impact of expansion on slavery, politics, and sectionalism.

COMPETENCY GOAL 6: Crisis, Civil War, and Reconstruction (1848-1877) The learner will analyze the issues that led to the Civil War, the effects of the war, and the impact of Reconstruction on the nation.

Objectives

- 6.01 Evaluate the role of compromise and crisis in bringing about the American Civil War.
- 6.02 Assess the impact of Abraham Lincoln and the emergence of the Republican Party in relation to Civil War and secession.
- 6.03 Analyze the major, military, political, economic, and social events of the Civil War period and determine their impact on the course of the war.
- 6.04 Examine Reconstruction and assess its effectiveness.

COMPETENCY GOAL 7: The Great West, the New South, and the Rise of the Debtor (1862-1896) The learner will evaluate the great westward movement, the emergence of the New South, and the impact of the agricultural revolution on the nation.

Objectives

- 7.01 Examine the rise of The New South and assess the changes and impact that this concept brought to the southern economy and society.
- 7.02 Evaluate the impact of westward expansion on American Indians, the environment, and the American economy.
- 7.03 Analyze reasons for the rise of the Populist party, assess their goals and evaluate their effects on American politics and economics.

COMPETENCY GOAL 8: The Gilded Age (1877-1900) The learner will describe and analyze how industrialization, immigration, urbanization, political machines, and the new intellectual movements impacted America.

Objectives

- 8.01 Contrast the Second Industrial Revolution with the First Industrial Revolution and analyze the contributions of industrial leaders and the following industries: railroads, iron industry, coal mining, electricity, steel production, oil drilling, and banking.
- 8.02 Assess the impact of laissez faire conservatism in late 19th century economics and politics.
- 8.03 Examine the rise of labor unions and evaluate the impact these groups had on America.
- 8.04 Describe the rise of cities in the last half of the 19th century and analyze the problems and reforms that resulted.
- 8.05 Evaluate the intellectual and cultural movements of the time and determine how they impacted American life and society.

COMPETENCY GOAL 9: The Progressive Movement (1890-1920) The learner will analyze the economic, political, and social reforms of the Progressive Period.

Objectives

- 9.01 Explain the origin and the goals of the Progressive movement.
- 9.02 Analyze the local and state reforms, including utility socialism.
- 9.03 Identify the three Progressive Presidents and the major actions that they took during their terms.
- 9.04 Compare and contrast Roosevelt's Square Deal and Wilson's New Freedom.
- 9.05 Identify the Progressive African American leaders and assess the impact of the Niagara Movement.
- 9.06 Evaluate the role of women during the Progressive Era, including job opportunities, temperance reforms, education, and suffrage.

COMPETENCY GOAL 10: The emergence of the United States in World Affairs (1865-1930) The learner will analyze causes and effects of the United States emergence as an imperial power and world influence.

Objectives

- 10.01 Examine the factors that led to the United States taking an increasingly active role in world affairs.
- 10.02 List major causes and results of the Spanish-American War.
- 10.03 Analyze how American policy changed in the late 1800's and influenced Asia, Latin America, and the western hemisphere.
- 10.04 Understand the imperialistic actions of Presidents Roosevelt, Taft, and Wilson, including but not limited to the Roosevelt Corollary, acquisition of the Panama Canal Zone, dollar diplomacy, and missionary diplomacy.
- 10.05 Examine reasons for the United States attempting to remain neutral as the Great War began and for becoming involved later.
- 10.06 Analyze the impact the Great War had on the home front in America.
- 10.07 Examine the political, social and cultural results of the Great War.

COMPETENCY GOAL 11: The Roaring Twenties (1919-1929) The learner will appraise the economic, social, and political changes of the decade of the Twenties.

Objectives

- 11.01 Analyze the causes of economic prosperity and the rise of consumerism.
- 11.02 Analyze the extent of prosperity for different segments of society.
- 11.03 Elaborate on the actions of the three Republican Presidents.
- 11.04 Assess the importance and types of social change, including but not limited to the Jazz Age, Harlem Renaissance, movies and flappers.

- 11.05 Describe various types of conservative backlash and conflict of cultures during the 1920s.

COMPETENCY GOAL 12: The Great Depression and the New Deal (1929-1939)
The learner will analyze the impact and influence of the Great Depression and the New Deal on the political, economic, and social aspects of America.

Objectives

- 12.01 Trace and elaborate on the underlying causes of economic problems at the end of the 1920s.
- 12.02 Analyze how the Stock Market Crash sparked the beginning of the Great Depression.
- 12.03 Evaluate the actions of President Herbert Hoover in response to the Great Depression.
- 12.04 Outline and evaluate the events and results, as well as the actions and reactions of the New Deal.
- 12.05 Describe the differing impact of the Depression on various minority groups in America.
- 12.06 Analyze the growth of influence and power of the Federal Government.

COMPETENCY GOAL 13: World War II (1930-1945) **The learner will trace the reemergence of the United States in world affairs, including analyzing the causes and effects of the United States involvement in World War II.**

Objectives

- 13.01 Examine world events during the 1930s, rise of totalitarian states, and the U.S. role to promote relationships with our American neighbors.
- 13.02 Identify the causes of World War II and trace the events that led to the US entry into the war.
- 13.03 Describe the military, political and diplomatic turning points of the war and evaluate their significance to the outcome.
- 13.04 Analyze the impact of World War II on political, economic, and social life of the United States.
- 13.05 Summarize the results of war-time conferences, the impact of the war on U.S. domestic and foreign affairs, and the rise of the United States as an international super power.

COMPETENCY GOAL 14: The Beginnings of the Cold War and the 1950s (1945-1960) **The learner will assess the causes and effects of United States/Soviet tensions, the Civil Rights Movement and economic prosperity.**

Objectives

- 14.01 Analyze the changes in United States foreign policy related to the tensions of the Cold War and assess the role of organizations established to address them.

- 14.02 Analyze the strained relationship between the United States and the U.S.S.R. and suspicion between the superpowers in Europe and Asia.
- 14.03 Evaluate the significance of domestic adjustments during postwar prosperity and the consumer culture.
- 14.04 Identify the major events of the Civil Rights Movement and evaluate the role of landmark Supreme Court cases.
- 14.05 Assess the impact of the leaders of the Civil Rights movement.

COMPETENCY GOAL 15: The 1960s and 70s (1960-1979) The learner will identify and analyze political, social, and economic developments and foreign affairs during this time period.

Objectives

- 15.01 Describe major issues of social movements including race, gender, economic and environmental problems and assess their impact on the emergence of the counter-culture.
- 15.02 Characterize and identify the foreign policy of Kennedy, Johnson, and Nixon in relation to Cuba, Vietnam, China, and the Soviet Union.
- 15.03 Assess the changes in domestic policy and society during this time period.
- 15.04 Evaluate the changes in the nature of politics and disillusionment of the American people.

COMPETENCY GOAL 16: America Since 1980 (1980 to the present) The learner will evaluate trends in domestic and foreign affairs of the United States during this time period.

Objectives

- 16.01 Assess the reasons for and results of the “Reagan Revolution”.
- 16.02 Evaluate the administrations of the modern Presidents.
- 16.03 Analyze the advancements of various minorities in American society over the previous two decades.
- 16.04 Explain the impact of new technology on the economy and society.