



AP United States History 2021 – 2022 Year-at-a-Glance (YAG)



First Semester

Second Semester

1st Nine Weeks – 41 days
August 16th – October 13th
(September 6th – Labor Day – No School)
(October 11th – Staff Development)

3rd Nine Weeks – 44 days
January 3rd – March 4th
(January 17th – MLK – No School)
(February 21st – Staff Development)
(March 7th – 11th – Spring Break)

Key Concepts:
1.1.I, 1.1.I.A, 1.1.I.B, 1.1.I.C, 1.1.I.D,
1.2.I, 1.2.I.A, 1.2.I.B, 1.2.I.C, 1.2.II,
1.2.II.A, 1.2.II.B, 1.2.II.C, 1.2.II.D,
1.2.III, 1.2.III.A, 1.2.III.B, 1.2.III.C

TEKS:
US.1A, US.1B, US.1C, US.28A,
US.28B, US.28C, US.28D, US.28F,
US.29A, US.29B

Key Concepts:
2.1.I, 2.1.I.A, 2.1.I.B, 2.1.I.C, 2.1.II,
2.1.II.A, 2.1.II.B, 2.1.II.C, 2.1.II.D,
2.1.II.E, 2.1.III, 2.1.III.A, 2.1.III.B,
2.1.III.C, 2.1.III.D, 2.1.III.E, 2.1.III.F,
2.2.I, 2.2.I.A, 2.2.I.B, 2.2.I.C, 2.2.I.D,
2.2.II, 2.2.II.A, 2.2.II.B, 2.2.II.C

TEKS:
US.28A, US.28B, US.28C, US.28D,
US.28F, US.29A, US.29B

Key Concepts:
3.1.I, 3.1.I.A, 3.1.I.B, 3.1.I.C, 3.1.II,
3.1.II.A, 3.1.II.B, 3.1.II.C, 3.1.II.D,
3.1.II.E, 3.2.I, 3.2.I.A, 3.2.I.B, 3.2.I.C,
3.2.I.D, 3.2.I.E, 3.2.II, 3.2.II.A, 3.2.II.B,
3.2.II.C, 3.2.II.D, 3.2.II.E, 3.2.III,
3.2.III.A, 3.2.III.B, 3.2.III.C, 3.2.III.D,
3.3.I, 3.3.I.A, 3.3.I.B, 3.3.I.C, 3.3.I.D,
3.3.I.E, 3.3.II, 3.3.II.A, 3.3.II.B, 3.3.II.C

TEKS:

Unit 01: Period 1 1491 – 1607 (~8 days)
1.1 – As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.

1.2 – Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.

Unit 02: Period 2 1607 – 1754 (~14 days)
2.1 – Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.

2.2 – The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain’s control.

Unit 03: Period 3 1754 – 1800 (~ 13 days)
3.1 – British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.

3.2 – The American Revolution’s democratic and republican ideals inspired new experiments with different forms of government.

Key Concepts:
6.1.I, 6.1.I.A, 6.1.I.B, 6.1.I.C, 6.1.I.D,
6.1.I.E, 6.1.II, 6.1.II.A, 6.1.II.B, 6.1.II.C,
6.1.II.D, 6.1.III, 6.1.III.A, 6.1.III.B,
6.1.III.C, 6.2.I, 6.2.I.A, 6.2.I.A, 6.2.I.B,
6.2.I.C, 6.2.I.D, 6.2.I.E, 6.2.II, 6.2.II.A,
6.2.II.B, 6.2.II.C, 6.2.II.D, 6.2.II.E, 6.3.I,
6.3.I.A, 6.3.I.B, 6.3.I.C, 6.3.II, 6.3.II.A,
6.3.II.B, 6.3.II.C

TEKS:
US.2A, US.3A, US.3B, US.3C, US.5C,
US.12A, US.13A, US.13B, US.14A,
US.15A, US.15B, US.15C, US.20A,
US.21A, US.21B, US.22C, US.23A,
US.24A, US.25B, US.25C, US.26A,
US.27A, US.28A, US.28B, US.28C,
US.28D, US.28F, US.29A, US.29B

Key Concepts:
7.1.I, 7.1.I.A, 7.1.I.B, 7.1.I.C, 7.1.II,
7.1.II.A, 7.1.II.B, 7.1.II.C, 7.1.II.D,
7.1.III, 7.1.III.A, 7.1.III.B, 7.1.III.C,
7.2.I, 7.2.I.A, 7.2.I.B, 7.2.I.C, 7.2.I.D,
7.2.II, 7.2.II.A, 7.2.II.B, 7.2.II.C,
7.2.II.D, 7.3.I, 7.3.I.A, 7.3.I.B, 7.3.I.C,
7.3.II, 7.3.II.A, 7.3.II.B, 7.3.II.C,
7.3.II.D, 7.3.II.E, 7.3.III, 7.3.III.A,
7.3.III.B, 7.3.III.C, 7.3.III.D, 7.3.III.E

TEKS:
US.2A, US.2B, US.4A, US.4B, US.4C,
US.4D, US.4E, US.4F, US.5A, US.5B,
US.5C, US.6A, US.6B, US.7A, US.7B,
US.7C, US.7D, US.7E, US.7F, US.7G,
US.12A, US.13A, US.13B, US.14A,

Unit 06: Period 6 1865 – 1898 (~18 days)
6.1 – Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.
6.2 – The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.
6.3 – The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.

Unit 07: Period 7 1890 – 1945 (~21 days)
7.1 – Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.
7.2 – Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.
7.3 – Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation’s proper role in the world.

Themes:
NAT – American and National Identity



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<p>US.28A, US.28B, US.28C, US.28D, US.28F, US.29A, US.29B</p> <p>3.3 – Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.</p> <p>Themes: NAT – American and National Identity WXT – Work, Exchange, and Technology GEO – Geography and the Environment MIG – Migration and Settlement PCE – Politics and Power WOR - America in the World ARC – American and Regional Culture SOC – Social Structures</p> <p>Historical Thinking Skills: 1 – Developments and Processes 2 – Sourcing and Situation 3 – Claims and Evidence in Sources 4 – Contextualization 5 – Making Connections 6 – Argumentation</p>	<p>US.14B, US.15B, US.15C, US.15D, US.16A, US.16B, US.16C, US.16D, US.16E, US.17A, US.18A, US.18B, US.18C, US.19B, US.20B, US.21A, US.21B, US.22A, US.22B, US.22C, US.23B, US.24A, US.24B, US.25A, US.25B, US.25C, US.25D, US.26A, US.26B, US.26C, US.27A, US.28A, US.28B, US.28C, US.28D, US.28F, US.29A, US.29B, US.30A, US.30B, US.31A</p>	<p>WXT – Work, Exchange, and Technology GEO – Geography and the Environment MIG – Migration and Settlement PCE – Politics and Power WOR - America in the World ARC – American and Regional Culture SOC – Social Structures</p> <p>Historical Thinking Skills: 1 – Developments and Processes 2 – Sourcing and Situation 3 – Claims and Evidence in Sources 4 – Contextualization 5 – Making Connections 6 – Argumentation</p>	
<p>2nd Nine Weeks – 44 days October 14th – December 17th <i>(November 22nd – 26th – Thanksgiving Break)</i> <i>(December 20th – December 31st – Winter Break)</i></p>	<p>4th Nine Weeks – 55 days March 14th – May 25th <i>(April 8th – Battle of Flowers – No School)</i> <i>(April 15th – Battle of Flowers – No School)</i></p>		
<p>Key Concepts: 3.2.I, 3.2.I.A, 3.2.I.B, 3.2.I.C, 3.2.I.D, 3.2.I.E, 3.2.II, 3.2.II.A, 3.2.II.B, 3.2.II.C, 3.2.II.D, 3.2.II.E, 3.2.III, 3.2.III.A, 3.2.III.B, 3.2.III.C, 3.2.III.D</p> <p>TEKS: US.1A, US.1B, US.1C, US.28A, US.28B, US.28C, US.28D, US.28F, US.29A, US.29B</p> <p>Key Concepts: 4.1.I, 4.1.I.A, 4.1.I.B, 4.1.I.C, 4.1.I.D, 4.1.II, 4.1.II.A, 4.1.II.B, 4.1.II.C, 4.1.II.D, 4.1.III, 4.1.III.A, 4.1.III.B, 4.1.III.C, 4.2.I, 4.2.I.A, 4.2.I.B, 4.2.I.C, 4.2.II, 4.2.II.A, 4.2.II.B, 4.2.II.C, 4.2.III, 4.2.III.A, 4.2.III.B, 4.2.III.C, 4.2.III.D, 4.3.I, 4.3.I.A, 4.3.I.B, 4.3.II, 4.3.II.A, 4.3.II.B, 4.3.II.C</p>	<p>Unit 03: Period 3 1754 – 1800 (~4 days) 3.2 – The American Revolution’s democratic and republican ideals inspired new experiments with different forms of government.</p> <p>Unit 04: Period 4 1800 – 1848 (~17 days) 4.1 – The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation’s democratic ideals and change their society and institutions to match them. 4.2 – Innovations in technology, agriculture, and commerce powerfully accelerated the American</p>	<p>Key Concepts: 8.1.I, 8.1.I.A, 8.1.I.B, 8.1.I.C, 8.1.I.D, 8.1.I.E, 8.1.II, 8.1.II.A, 8.1.II.B, 8.1.II.C, 8.1.II.D, 8.2.I, 8.2.I.A, 8.2.I.B, 8.2.I.C, 8.2.II, 8.2.II.A, 8.2.II.B, 8.2.II.C, 8.2.II.D, 8.2.III, 8.2.III.A, 8.2.III.B, 8.2.III.C, 8.2.III.D, 8.2.III.E, 8.2.III.F, 8.3.I, 8.3.I.A, 8.3.I.B, 8.3.I.C, 8.3.II, 8.3.II.A, 8.3.II.B, 8.3.II.C</p> <p>TEKS: US.1C, US.2A, US.2B, US.8A, US.8B, US.8C, US.8D, US.8E, US.8F, US.9A, US.9B, US.9C, US.9D, US.9E, US.9F, US.9G, US.9H, US.9I, US.9J, US.10A, US.10C, US.13A, US.13B, US.14A, US.14B, US.17A, US.17B, US.17C, US.17D, US.17E, US.18B, US.18C, US.18D, US.19A, US.20A, US.20B, US.21A, US.21B, US.22A, US.22B,</p>	<p>Unit 8: Period 8 1945 – 1980 (~20 days) 8.1 – The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences. 8.2 – New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses. 8.3 – Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.</p>



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**TEKS:**

US.28A, US.28B, US.28C, US.28D,
US.28F, US.29A, US.29B

Key Concepts:

5.1.I, 5.1.I.A, 5.1.I.B, 5.1.I.C, 5.1.I.D,
5.1.I.E, 5.1.II, 5.1.II.A, 5.1.II.B,
5.1.II.C, 5.2.I, 5.2.I.A, 5.2.I.B, 5.2.I.C,
5.2.II, 5.2.II.A, 5.2.II.B, 5.2.II.C,
5.2.II.D, 5.3.I, 5.3.I.A, 5.3.I.B, 5.3.I.C,
5.3.I.D, 5.3.II, 5.3.II.A, 5.3.II.B,
5.3.II.C, 5.3.II.D, 5.3.II.E

TEKS:

US.9A, US.28A, US.28B, US.28C,
US.28D, US.28F, US.29A, US.29B

economy, precipitating profound changes to U.S. society and to national and regional identities.

4.3 – The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation’s foreign policy and spurred government and private initiatives.

Unit 05: Period 5 1844 – 1877 (~17 days)

5.1 – The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries.

5.2 – Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.

5.3 – 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.

Themes:

NAT – American and National Identity
WXT – Work, Exchange, and Technology
GEO – Geography and the Environment
MIG – Migration and Settlement
PCE – Politics and Power
WOR - America in the World
ARC – American and Regional Culture
SOC – Social Structures

Historical Thinking Skills:

1 – Developments and Processes
2 – Sourcing and Situation
3 – Claims and Evidence in Sources
4 – Contextualization
5 – Making Connections

US.22C, US.22D, US.23A, US.23B,
US.24A, US.24B, US.24C, US.25A,
US.25B, US.25C, US.26A, US.26B,
US.26C, US.27A, US.27B, US.28A,
US.28B, US.28C, US.28D, US.28F,
US.29A, US.29B

Key Concepts:

9.1.I, 9.1.I.A, 9.1.I.B, 9.1.I.C, 9.2.I,
9.2.I.A, 9.2.I.B, 9.2.I.C, 9.2.I.D, 9.2.II,
9.2.II.A, 9.2.II.B, 9.2.II.C, 9.3.I, 9.3.I.A,
9.3.I.B, 9.3.I.C, 9.3.II, 9.3.II.A, 9.3.II.B,
9.3.II.C, 9.3.II.D

TEKS:

US.2A, US.2B, US.10B, US.10C,
US.10D, US.10E, US.11A, US.11B,
US.11C, US.11D, US.12A, US.13B,
US.14A, US.16E, US.17C, US.17E,
US.18B, US.18C, US.18D, US.19B,
US.21A, US.21B, US.22A, US.22D,
US.23A, US.24C, US.25A, US.25C,
US.25D, US.26A, US.26C, US.27A,
US.27B, US.28A, US.28B, US.28C,
US.28D, US.28F, US.29A, US.29B,
US.30A, US.30B, US.31A

Unit 9: Period 9 1980 – Present (~8 days)

9.1 – A new ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades.

9.2 – Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes.

9.3 – The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world.

Themes:

NAT – American and National Identity
WXT – Work, Exchange, and Technology
GEO – Geography and the Environment
MIG – Migration and Settlement
PCE – Politics and Power
WOR - America in the World
ARC – American and Regional Culture
SOC – Social Structures

Historical Thinking Skills:

1 – Developments and Processes
2 – Sourcing and Situation
3 – Claims and Evidence in Sources
4 – Contextualization
5 – Making Connections
6 – Argumentation



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6 – Argumentation

*AP U.S. History follows the learning objectives, topics, reasoning processes, historical thinking skills, and scope and sequence outlined in the 2019 AP United States History Key Concept and Thematic Outline available [here](#) and the AP U.S. History Course Description is available [here](#). Both are also available at <http://apcentral.collegeboard.com>.

RESOURCES

1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
<p><i>The American Pageant</i> 16e (textbook)</p> <ul style="list-style-type: none"> Chs. 1 – 10 <p>Primary and secondary source selections and/or online lessons:</p> <ul style="list-style-type: none"> Digital History - http://www.digitalhistory.uh.edu/ National Education Association (NEW) – http://nea.org PBS – http://www.pbs.org Teaching American History – http://teachingamericanhistory.org Gilder Lehrman Institute – http://ap.gilderlehrman.org Stanford History Education Group – http://sheg.stanford.edu History Matters – http://historymatters.gmu.edu AP Classroom – http://myap.collegeboard.org <p>Khan Academy AP U.S. History (online) Library of Congress (online)</p>	<p><i>The American Pageant</i> 16e (textbook)</p> <ul style="list-style-type: none"> Chs. 10 – 22 <p>Primary and secondary source selections and/or online lessons:</p> <ul style="list-style-type: none"> Digital History - http://www.digitalhistory.uh.edu/ National Education Association (NEW) – http://nea.org PBS – http://www.pbs.org Teaching American History – http://teachingamericanhistory.org Gilder Lehrman Institute – http://ap.gilderlehrman.org Stanford History Education Group – http://sheg.stanford.edu History Matters – http://historymatters.gmu.edu AP Classroom – http://myap.collegeboard.org <p>Khan Academy AP U.S. History (online) Library of Congress (online)</p>	<p><i>The American Pageant</i> 16e (textbook)</p> <ul style="list-style-type: none"> Chs. 23 – 34 <p>Primary and secondary source selections and/or online lessons:</p> <ul style="list-style-type: none"> Digital History - http://www.digitalhistory.uh.edu/ National Education Association (NEW) – http://nea.org PBS – http://www.pbs.org Teaching American History – http://teachingamericanhistory.org Gilder Lehrman Institute – http://ap.gilderlehrman.org Stanford History Education Group – http://sheg.stanford.edu History Matters – http://historymatters.gmu.edu AP Classroom – http://myap.collegeboard.org <p>Khan Academy AP U.S. History (online) Library of Congress (online) Mastering the TEKS in US History Since 1877</p>	<p><i>The American Pageant</i> 16e (textbook)</p> <ul style="list-style-type: none"> Chs. 35 – 41 <p>Primary and secondary source selections and/or online lessons:</p> <ul style="list-style-type: none"> Digital History - http://www.digitalhistory.uh.edu/ National Education Association (NEW) – http://nea.org PBS – http://www.pbs.org Teaching American History – http://teachingamericanhistory.org Gilder Lehrman Institute – http://ap.gilderlehrman.org Stanford History Education Group – http://sheg.stanford.edu History Matters – http://historymatters.gmu.edu AP Classroom – http://myap.collegeboard.org <p>Khan Academy AP U.S. History (online) Library of Congress (online) Mastering the TEKS in US History Since 1877</p>