

AP[®] U.S. History State Alignment Guide: New York

Prepared by New York state teachers and educators for the College Board, June 2012

INTRODUCTION

The purpose of this document is to align the Advanced Placement Program[®] (AP[®]) U.S. History Curriculum Framework (scheduled for use beginning in the 2014-15 school year) to New York State's United States History and Government ("USHG") core curriculum. The AP program continues to see increased student participation in New York State's schools, and the new AP U.S. History Curriculum Framework represents the rigor and quality of historical inquiry at the college level. This document was created to ensure the alignment of this framework for the new AP course and exam (a benchmark of advanced college-level study) to the core curriculum content of the USHG course and Regents examination (a graduation requirement for a New York State Regents high school diploma).

This document includes a brief comparison of the skills, themes, and periodizations of United States history between the AP curriculum framework and the USHG core curriculum. Through a detailed chart, this document describes specific correlations between the AP framework's key concept outline in nine periods and the USHG core curriculum's content outline in seven units. Each time period also includes a brief description of the pedagogical implications for teaching based on the new AP framework while addressing the content requirements for the USHG Regents examination. Each of the periods highlights specific content requirements found in the USHG core curriculum but not linked to a key concept in the AP framework.

This document began as a project to align the AP curriculum framework to the New York State Learning Standards for Social Studies ("NYS Standards"), but it was found that the USHG core curriculum was more suitable for the alignment. The NYS Standards are presented in three levels: *elementary* (grades K-4); *intermediate* (grades 5-8); and *commencement* (grades 9-12). While the NYS Standards describe what students should know and be able to do in five areas – History of the United States and New York; World History; Geography; Economics; Civics, Citizenship, and Government – they do not delineate a content outline for achieving the standards within a USHG course. Students are not expected to achieve the commencement-level standards exclusively in the USHG core curriculum because standards-based learning occurs as they progress in a sequence of social studies instruction throughout high school. The USHG course and Regents examination are two ways that students demonstrate achievement of the NYS Standards at the commencement level.

The NYS Standards provide between two to four key ideas for each standard, along with performance indicators that highlight approaches for student achievement of the standard. The key ideas advance in progression from an understanding of cultures and traditions to the skills of historical analysis. It was decided that the AP framework and the NYS Standards mutually address the need for rigorous inquiry in disciplinary inquiry, and a correlation between them would produce much overlap.

The *Social Studies Resource Guide with Core Curriculum* – developed to provide a curriculum framework for implementing the NYS Standards at each level – provides a content outline for the NYS prekindergarten – grade 12 social studies program that school districts can use in developing their local standards-based social studies program. It provides a specific content outline for school district curriculum development and instruction in a USHG course. Additionally, "The State Regents examination for United States History and Government will be based on the content column in this core curriculum" (p. 121). Thus, the *Social Studies Resource Guide with Core Curriculum* was used to align the AP content expectations for the new U.S. History examination with NYS content expectations on the Regents examination.

SKILLS

While there is not a similarly specific set of historical thinking skills defined in the NYS Learning Standards for Social Studies, there is a strong correlation between the Four Historical Thinking Skills (4THS) and the Key Ideas (including the Performance Indicators and sample tasks) articulated at the Commencement level for Standard 1: History of the United States.

The Commencement level Key Ideas for New York State Standard 1, in summary fashion, are:

1. Analyzing the development of American culture
2. Understanding history from multiple perspectives
3. Studying the role of individuals and groups in history and
4. Demonstrating proficiency in the skills of historical analysis (assessing the value of evidence; understanding the concept of multiple causation; understanding the role of interpretation on history).

A New York State Social Studies teacher might consider using Commencement level Performance Indicators for Standard 1 as examples of the College Board’s Four Historical Thinking Skills when preparing an AP U.S. History syllabus, pacing guide, or course outline for their United States History and Geography class.

Maximizing the flexibility of the new AP U.S. History Curriculum Framework, New York State teachers will find rich opportunities to incorporate Commencement level Performance Indicators from NYS Standard 3: Geography, Standard 4: Economics and Standard 5: Civics, Citizenship and Government, and perhaps, Standard 2: World History into the major topics they chose to explore more deeply.

Both the NYS *Learning Standards for Social Studies* and the *Social Studies Resource Guide with Core Curriculum* describe specific skills at the heart of a standards-based prekindergarten – grade 12 social studies program. Standard 1 (History of the United States and New York), Key Idea 4 correlates with the AP framework’s four historical thinking skills. The AP framework directly references the term “synthesis” alongside interpretation, while “synthesis” is an implied (yet necessary) skill for student achievement of Standard 1.

NYS Social Studies Standard 1, Key Idea 4	AP U.S. History Curriculum Framework: The Four Historical Thinking Skills
The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.	<ol style="list-style-type: none">1. Creating Historical Arguments from Historical Evidence.2. Chronological Reasoning.3. Comparison and Contextualization.4. Historical Interpretation and Synthesis.

Standard 2 (World History), Key Idea 4 contains performance indicators with more detailed description and additional correlation between the NYS Learning Standards and the AP framework’s four historical thinking skills. While this standard also does not directly reference the term “synthesis,” it remains a needed skill for student achievement. The AP framework’s content outline frames U.S. History in a more global context than the USHG core curriculum; therefore, Standard 2 provides an additional and important correlation between the AP and NYS curriculum frameworks.

NYS Social Studies Standard 2, Key Idea 4	AP U.S. History Curriculum Framework: The Four Historical Thinking Skills
The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.	<ol style="list-style-type: none"> 1. Creating Historical Arguments from Historical Evidence. 2. Chronological Reasoning. 3. Comparison and Contextualization. 4. Historical Interpretation and Synthesis.

The *Social Studies Resource Guide with Core Curriculum* also outlines specific “Social Studies Skills” (pp. 13-14) and “Problem-Finding/Solving Skills” (pp. 15-17) to further expand upon skill development at the each level. These skills provide a complementary layer to the correlation of historical thinking skills between the AP and NYS curriculum frameworks.

1. Social Studies Skills:

- Getting information;
- Using information;
- Presenting information;
- Participating in interpersonal and group relations.

2. Problem-Finding/Solving Skills:

- Objective 1: The student will be able to find problems.
- Objective 2: The student will be able to solve problems which are either presented by the teacher or which are identified by the student.
- Objective 3: The student will be able to work with others engaged in problem-finding/solving skills.
- Objective 4: The student will be able to communicate orally, visually, and/or in writing the results of the problem-finding/solving effort.

The Four Historical Thinking Skills AP US History Curriculum Framework	New York State Learning Standards United States History and Government Core Curriculum
1. <u>Crafting Historical Arguments from Historical Evidence</u>	
<ul style="list-style-type: none"> • Historical Argumentation 	<ul style="list-style-type: none"> • NYS Standard 1-Commencement level; Key Idea 2: Understanding Historical Perspectives
In the APCF, this skill focuses primarily on the student’s ability to formulate a cogent, analytical thesis that considers evidence appropriately. NYS Standard 1-Key Idea 2* requires students to understand major historical events and sources of evidence from multiple perspectives. NYS teachers might consider incorporating the Performance Indicators from Standard 1 into their planning when developing the skill of Historical Argumentation.	

<ul style="list-style-type: none"> • Appropriate Use of Relevant Historical Evidence 	<ul style="list-style-type: none"> • NYS Standard 1-Commencement level; Key Idea 4: Demonstrating Proficiency of Historical Analysis Skills • NYS Standard 3-Commencement level; Key Idea 2: Analyzing Geographic Information
<p>Fundamental to the craft of history, the Historical Thinking Skill of Appropriate Use of Relevant Historical Evidence and NYS S1-KI#4 are essentially identical in terms of student performance outcome. New York’s S3-KI#2 requires a student’s to demonstrate a similar proficiency in their use and geographic information. Geography, in the APCF, is woven into the historical narrative. Therefore, New York State teachers may teach this Historical Thinking Skill through a geography lesson.</p>	

*Abbreviated S1-KI#2; S1-KI#4 &c.

<p>2. Chronological Reasoning</p>	
<ul style="list-style-type: none"> • Historical Causation 	<ul style="list-style-type: none"> • NYS Standard 1-Commencement level; Key Idea 1: Analyzing American Culture • NYS Standard 4-Commencement level; Key Idea 1: Understanding Economic Systems
<p>New York Standard 1: Key Idea #1 requires students to understand many facets of American culture in the broadest sense. The Performance Indicators for NYS S1: KI#1 provide strong examples of how a teacher might satisfy both the New York Standards and develop the Historical Thinking Skill of Historical Causation. New York State S4-KI#1 is very similar to NYS S1-KI#1, with similar Performance Indicators, only with clear focus on American economic systems.</p>	
<ul style="list-style-type: none"> • Patterns of Continuity and Change Over Time 	<ul style="list-style-type: none"> • NYS Standard 1-Commencement level; Key Idea 2; Understanding Historical Perspectives • NYS Standard 3-Commencement level; Key Idea 1: Understanding the Essential Elements of Geography
<p>The Historical Thinking Skill of Understanding Patterns of Continuity and Change Over Time and NYS S1: KI#2 parallel each other strongly. Both require recognizing, analyzing and evaluating historical events across time. A divergence exists in that NYS S1: KI#2 requires</p>	

students to appreciate historical change from multiple perspectives while AP requires students to relate their understanding of Continuity and Change to broader historical processes and themes. Reconciling this Historical Thinking Skill into one or more of the six Essential Elements of Geography as defined in the New York State Learning Standards for Social Studies, Standard 3: Key Idea #3 is dependent upon individual lessons.

- Periodization

- NYS Standard 1-Commencement level; Key Idea 1: Analyzing American Culture
- NYS Standard 1-Commencement level; Key Idea 3: Studying Individuals and Groups

Connecting the Historical Thinking Skill of Periodization to NYS S1: KI#1 & 3 is tenuous. Periodization is a skill unique to the APCF and only implicitly contained within the New York State Standards. Standard 1: Key Ideas 1 & 3 require students to learn about key developments in American culture and history. This skill provides AP U.S. teachers in New York an opportunity to enhance student's proficiencies in Standards 1 considerably by understanding historical developments in time periods rather than isolated events and how these categories influence the historical narrative of U.S. history.

3. Comparison and Contextualization

- Comparison

- NYS Standard 1-Commencement level; Key Idea 2; Understanding Historical Perspectives
- NYS Standard 4-Commencement level; Key Idea 1: Understanding Economic Systems
- NYS Standard 5-Commencement level; Key Idea 2: Understanding Civic Values & U.S. System of Government

The focus on knowing history from multiple perspectives provides a strong commonality between the APCF Historical Thinking Skill and NYS Standard 1: Key Idea #2. Comparison demands a much higher level of knowledge than the NYS Standard requires. However, the performance outcomes suggested by the NYS Performance Indicators for NYS S1: KI#2 (as well the Economic and Civics, Citizenship and Government standards; S4:KI#1 and S5:KI#2 respectively) demonstrate many of the characteristics of historical thinking as defined by the APCF.

- Contextualization

- NYS Standard 1-Commencement

	<p>level; Key Idea 2; Understanding Historical Perspectives</p> <ul style="list-style-type: none">• NYS Standard 4-Commencement level; Key Idea 2: Economic Decision Making• NYS Standard 5-Commencement level; Key Idea 3: Understanding Rights and Responsibilities• NYS Standard 2: World History
<p>New York State Standard 1: Key Idea #2 and the Historical Thinking Skill of Contextualization expect students to connect historical developments to a particular era, region, nation or global process. Understanding economic decisions and citizens' rights and responsibilities in broader contexts lends this skill to the mastery of Standards 4 and 5, Key Idea #2 and #3, respectively). Reflecting a recent trend in the study of history in American high schools, Contextualization encourages students to understand the role of U.S. history in a global perspective, thus fostering a deeper understanding of the role of the U.S. in World History, NYS Standard 2.</p>	

4. Historical Interpretation and Synthesis

- Interpretation

- NYS Standard 1-Commencement level; Key Idea 4: Demonstrating Proficiency of Historical Analysis Skills
- NYS Standard 5-Commencement level; Key Idea 1: Studying Civics, Citizenship and Government

By requiring students to master the skill of Interpretation, historiography regains a primary role in the teaching and learning of U.S. history. Having the ability to work with and analyze primary and secondary sources for multiple points of view is a common expectation of the AP U.S. History and New York State United States History and Government courses (NYS S1:KI#4 and, to a lesser extent, S5:KI#1). Students are expected to recognize and appreciate the ever-evolving historical interpretations. New York State teachers will find that AP will ask students to demonstrate a much deeper understanding of and ability to comprehend and use documents. While New York State's Standards require an ability to analyze the content of documents, AP will ask students to contextualize values and to understand the role of cultural bias in the creation of primary and secondary sources.

- Synthesis

- NYS Standard 1-Commencement level; Key Idea 4: Demonstrating Proficiency of Historical Analysis Skills
- NYS Standard 3-Commencement level; Key Idea 1: Using Geography to Analyze the Social Sciences
- NYS Standard 5-Commencement level; Key Idea 4: Developing Participatory Citizenship Skills

Coming to historical conclusions via any or all of the various Historical Thinking Skills is the expectation of the skill of Synthesis. This also represents the highest order of the cognitive domain. Synthesis and NYS S1: KI#4* share common expectations of students; creating their own understanding of history and comprehending the evolution of historical interpretation. The APCF, however, requires students to recognize how various Social Sciences can shape the standard narrative of U.S. history by, for example, recognizing what is missing from that narrative.

*In 2004, NYS revised the generic rubrics for the Thematic and DBQ essays. In doing so, the ability to “create” information as defined by Anderson/Krathwohl, et al. was added to each rubric. More details in the Memorandum, “Revised Generic Scoring Rubric for Regents Examinations”; <http://www.p12.nysed.gov/apda/ss/hs/rubrics/revisedrubrichssocst.pdf>, see Appendix A and Appendix B.

THEMES

The inclusion of themes does not mandate that the course be taught thematically, but facilitates cross-period questions that make them more concrete for each historical period. The APCF encourages teachers to develop their own themes and overarching understandings for the AP U.S. History course, which easily accommodated the New York USHG Core Curriculum themes.

The *Social Studies Resource Guide with Core Curriculum* describes Concepts and Themes for Social Studies for each of the five social studies learning standards (pp. 8-11). The document later delineates specific concepts and themes relevant to the study of USHG (p. 121). The USHG concepts and themes roughly correlate to the AP framework’s Course Themes. The AP framework’s themes are broader than those in the USHG core curriculum, encompassing multiple USHG core curriculum concepts and themes. For example, the AP framework’s “Theme 4: Politics and Power” encompasses the USHG core curriculum’s “foreign policy,” “government,” “interdependence,” and “Presidential decisions and actions” concepts and themes. Yet, the AP framework’s “Theme 5: America in the World” could also encompass the same USHG core curriculum concepts and themes.

USHG Core Curriculum: Concepts and Themes	AP U.S. History Curriculum Framework: Course Themes
Change Citizenship Civic Values Constitutional Principles Culture and Intellectual Life Diversity Economic Systems Environment Factors of Production Foreign Policy Government Human Systems Immigration and Migration Individuals, Groups, Institutions Interdependence Physical Systems Places and Regions Reform Movements Presidential Decisions and Actions Science and Technology	Theme 1: Identity Theme 2: Work, Exchange and Technology Theme 3: Peopling Theme 4: Politics and Power Theme 5: America in the World Theme 6: Environment and Geography (Physical and Human) Theme 7: Ideas, Belief and Culture

The New York US History and Government Core Curriculum Concepts and Themes are correlated to the AP Curriculum Framework Course Themes in the comparisons that appear below.

Theme 1: Identity

The APCF theme encompasses the New York USHG Core Curriculum themes *Change, Citizenship, Civic Values, Diversity, Culture and Intellectual Life, Environment, Human Systems, Interdependence, Places and Regions, and Reform Movements.*

Theme 2: Work, Exchange and Technology

The APCF theme encompasses the New York USHG Core Curriculum themes *Change, Culture and Intellectual Life, Economic Systems, Factors of Production, Human Systems, Individuals, Groups, Institutions, and Science and Technology.*

Theme 3: Peopling

The APCF theme encompasses the New York USHG Core Curriculum themes *Change, Civic Values, Culture and Intellectual Life, Diversity, Environment, Foreign Policy, Human Systems, Immigration and Migration, Individuals, Groups, Institutions, Interdependence, and Places and Regions.*

Theme 4: Politics and Power

The APCF theme encompasses the New York USHG Core Curriculum themes *Change, Citizenship, Constitutional Principles, Foreign Policy, Government, Immigration and Migration, Individuals, Groups, Institutions, Reform Movements, and Presidential Decisions and Actions.*

Theme 5: America and the World

The APCF theme encompasses the New York USHG Core Curriculum themes *Change, Constitutional Principles, Diversity, Economic Systems, Factors of Production, Foreign Policy, Government, Immigration and Migration, Interdependence, Places and Regions, Presidential Decisions and Actions, and Science and Technology.*

Theme 6: Environment and Geography (Physical and Human)

The APCF theme encompasses the New York USHG Core Curriculum themes *Change, Civic Values, Diversity, Environment, Factors of Production, Human Systems, Immigration and Migration, Individuals, Groups, Institutions, Places and Regions, and Science and Technology.*

Theme 7: Ideas, Beliefs and Cultures

The APCF theme encompasses the New York USHG Core Curriculum themes *Change, Citizenship, Civic Values, Constitutional Principles, Diversity, Factors of Production, Foreign Policy, Government, Human Systems, Individuals, Groups, Institutions, Interdependence, Reform Movements, and Presidential Decisions and Actions.*

PERIODIZATION

The AP Curriculum Framework represents an expansion of the content outline in the USHG core curriculum, from which the Regents examination is based. Students completing the AP U.S. History course will have had instruction in additional content above the requirements for a USHG course in New York State. The AP framework presents an overall narrative that describes United States history in the context of world events and cultures; the USHG core curriculum, meanwhile, is more focused on a political history of the United States, including the foundations of government and major Supreme Court decisions.

In particular, Periods 1 and 2 in the AP framework are absent in the USHG core curriculum (although aspects of Period 2 are referred to as introductory to the Constitution), and are based on content traditionally found in New York State's Grades 7-8: United States and New York State History core curriculum. Period 9 is based on USHG core curriculum content that is intended for comparison and contrast with previous time periods in the USHG course. Thus, the AP framework requires a more in-depth study of contemporary events independent of previous historical understandings. The AP framework's nine periods do not directly correlate to the USHG core curriculum's seven units. While entire sections of the USHG core curriculum fit neatly within a specific AP framework period, content from multiple USHG units spread across more than one AP period. This speaks to the fluid nature of periodization itself – an important lesson both in curriculum development and general social studies instruction. Taken together, the AP framework and the USHG core curriculum provide complementary outlines for the study of U.S. History. Instruction based on the AP framework will sequence content differently than the USHG core curriculum, but will ultimately exceed the content requirements for the USHG Regents examination.

The AP framework's key concepts within the nine periods are described in complete sentences, while the USHG core curriculum lists content (i.e. dates, places, events, names) in a chronological and thematic sequence. The AP framework is essentially a narrative, while the USHG core curriculum is an outline. This structural difference further attests to the local classroom teacher's need to develop a curriculum that suits individual needs and preferences for teaching, and accounts for specific learner needs.

PEDAGOGICAL IMPLICATIONS

PERIODS 1-2

Periods 1 and 2 in the AP U.S. History Curriculum Framework are not reflected in the USHG core curriculum. These periods exceed the content requirements of the USHG Regents examination.

Periods 1 and 2 primarily address topics in the development of European colonies in North America, including relations between Europeans and Native Americans, prior to 1754. The USHG core curriculum content begins with a study of the foundations in democracy and constitutional principles. Thus, the AP framework begins with topics previously explored in the Grades 7-8: United States and New York State History core curriculum.

In the USHG core curriculum, *Unit One, I. Geography, Sections A1 to A3* and *Unit One, I. Geography, Section B1* (p. 123) can be used to address Key Concept 1.1 as a potential introductory framework for the AP U.S. History course. *Unit One, I. Geography, Section B2* (p. 123) and *Unit Two, II. The Constitution Tested: Nationalism and Sectionalism, Section B2c[1.]* (p. 130) can be used to address Period 2 (1607-1754).

PERIOD 3

The period 1756 to 1800 in the AP U.S. History Curriculum Framework addresses the French and Indian War, the American Revolution, and the Constitution/early Republic periods. Only the last of these three topics is covered in depth in the USHG core curriculum, in Key Concepts 3.2 and 3.3. However, many of the antecedents for the Constitution (colonial foundations and experiences, the Revolutionary War, and the New York State Constitution) are covered in *Unit Two, I. Constitutional Foundations for the United States Democratic Republic* (pp. 125-29). The USHG goes into greater depth in specifying particular events or documents (i.e. the Mayflower Compact or the Zenger trial); these topics could be used as illustrative examples in discussions of Period 2. The USHG also contains a number of details dealing with the Constitution that are not present in the APCF (e.g. the details of the Constitutional Convention of 1787).

PERIOD 4

The period from 1800-1848 in the AP U.S. History Curriculum Framework is divided into three Key Concepts concerning the expansion of democratic ideals in the face of rapid economic, territorial, and demographic changes. This period exceeds the content requirements in the USHG core curriculum. Many of the topics were initially covered in the grade 7 core curriculum.

Key Concept 4.1: The USHG core curriculum aligns fairly well with the APCF concerning the relationship between the federal government and the states, and in particular, the impact of the Marshall Court. The APCF examines reform movements and the acceleration of a national and international market economy in far greater depth than the USHG core curriculum does, while also emphasizing the influence of the Hudson River School of Art and John James Audubon on the development on a new national culture.

Key Concept 4.2: The USHG core curriculum aligns fairly well with the APCF concerning the transportation revolution and the factory system (Erie Canal and the rise of New York city as a trade and manufacturing center.) The APCF moves beyond the USHG core curriculum in the areas of agricultural inventions and the American System. The APCF emphasizes the strong bonds between the Northeast and the Old Northwest, while the South remained demographically, politically culturally, and ideologically distinct.

Key Concept 4.3: The USHG core curriculum aligns fairly well with the APCF concerning the acquisition and exploration of the Louisiana Territory, the motives for expansion and western settlement, and the impact on Mexicans and Native Americans. The APCF addresses the impact of the War of 1812 in much greater detail (Hartford Convention, War Hawks, nullification crisis.) The Missouri Compromise is highlighted in 4.3.3 of the APCF, while the USHG core curriculum addresses compromises, treaties, and border issues in the *connections* section of the document.

PERIOD 5

Period Five of the AP U.S. History Curriculum Framework has a strong correlation to the New York State Core Curriculum, specifically, Unit II and Unit III. Chronologically, Period Five focuses on the years 1844 to 1877. Topics required by the New York Core Curriculum from Unit II and Unit III are found throughout this period. Included are factors unifying the United States, Manifest Destiny, the Mexican War, new factory systems, immigration, slavery, various reform movements, pre Civil War compromises, the contact with Native Americans, the Civil War and Reconstruction.

Key Concept 5.1.1: The USHG core curriculum is more focused on domestic expansion, while the AP framework casts the United States' desire to expand in a more global context, particularly in Asia. These are topics initially covered in the Grades 7-8: United States and New York State History core curriculum and reinforced in the Global History and Geography core curriculum.

Key Concept 5.1.2: The USHG core curriculum focuses predominately on the North-South economies as a result of the Civil War and Reconstruction. The AP framework is focused more on the effect of Westward expansion on economic development in the United States.

PERIOD 6

Period Six of the AP US History Curriculum Framework contains the required topics from the New York State Core Curriculum found in Unit III (Section II and Section III). Starting with the growth in business and industry, Period Six reflects all of the New York State Core Curriculum topics including the rise of the corporation, laissez-faire economics, railroad expansion, rise of unionism, the Populist movement, immigration, nativism, Social Darwinism and interaction with Native Americans. The New York model continues to 1920, which can be found in additional periods.

PERIOD 7

Period Seven of the AP US History Curriculum Framework contains many of the topics identified in the New York State Core Curriculum in Unit IV, Unit V and Unit VI (Section I). However, the material contained in the New York model is more specific and comprehensive. Progressivism, social reform, the Spanish–American War, World War I, the 1920’s, nativist reaction to immigration, Franklin Roosevelt’s New Deal, and World War II are identified. The AP US History Curriculum Framework does not include significant reference to the policies of Theodore Roosevelt (Square Deal) and Woodrow Wilson (New Freedom). In addition, a significant amount of the topics associated with the decade of the 1920’s are not found in Period Seven. Teachers will need to make adjustments for this.

PERIOD 8

The period from 1945-1980 in the AP U.S. History Curriculum Framework is divided into three Key Concepts concerning post-WWII issues. Economic prosperity, increased international responsibilities, and conflicting ideals are the focus of this period. Unit Six of the USHG core curriculum addresses *Peace in Peril* for the period from 1933-1950, while Unit Seven addresses *a World in Uncertain Times* from 1950 through the present. Aside from the differing beginning and end points, the two documents are quite compatible. Teachers may choose to rely on the thematic approach of the APCF, while referring to the USHG core curriculum to ensure that the content, themes, and connections are aligned.

Key Concept 8.1: Units Six and Seven of the USHG core curriculum provide a comprehensive outline of America's response to an unstable postwar world, with domestic and global consequences, while the APCF provides a thematic organization of events. The classroom AP teacher will have great latitude when teaching this concept, secure in the knowledge that the USHG core curriculum and the APCF are well-aligned.

Key Concept 8.2: Unit Seven (*World in Uncertain Times*) of the USHG core curriculum provides a comprehensive outline of Liberalism, the Civil Rights Movement, and the trend toward Conservatism, while the APCF provides a thematic organization of events. The classroom AP teacher will have great latitude when teaching this concept, secure in the knowledge that the USHG core curriculum and the APCF are well-aligned. The USHG core curriculum continues to address the trend toward Conservatism through 1985, which overlaps with Period 9 of the APCF.

Key Concept 8.3: Once again, the thematic approach of the APCF differs from the chronological outline approach of the USHG core curriculum, as seen in sections I, II, III, and VI of Unit Seven.

PERIOD 9

The USHG core curriculum was “developed to place emphasis on content and understanding prior to 1980. Study of events of the post-1980 period should, therefore, focus on drawing parallels to and/or distinctions from specific events and trends prior to 1980” (p. 153). To a large extent, Period 9 in the AP framework represents an expansion of the content requirements on the USHG Regents examination. On the other hand, several content understandings present in the USHG core curriculum do not align to Period 9 in the AP framework. A careful reading of *Unit Seven, V. The Trend Toward Conservatism, 1972-1985* (pp. 152-155) is needed to ensure that sufficient content understandings are addressed between both the AP and NYS content outlines.

Period Nine of the AP US History Curriculum Framework contains much of the material identified in the New York State Core Curriculum, Unit VII (Section V and section VI). The New York model is more comprehensive, especially with regard to the administrations of William Clinton and George W. Bush. The AP US Curriculum Framework does focus on Ronald Reagan, the new conservatism, population shifts, foreign policy issues, and the end of the Cold War. Chronologically, the New York model goes beyond the AP US History Framework.

CONCLUSION

For more information on New York State's prekindergarten – grade 12 social studies program, please visit the New York State Education Department at <http://www.p12.nysed.gov/ciai/socst/>.

To access the NYS *Learning Standards for Social Studies* and the *Social Studies Resource Guide with Core Curriculum*, please visit <http://www.p12.nysed.gov/ciai/socst/ssrg.html>.

To access test samplers and past Regents examinations in United States History and Government, please visit <http://www.p12.nysed.gov/apda/ss/home.html>.

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