

# AP<sup>®</sup> U.S. History State Alignment Guide: Connecticut

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

## INTRODUCTION

The College Board's new AP<sup>®</sup> U.S. History Curriculum Framework will be implemented in 2014-2015. The College Board commissioned this document to help teachers align their AP U.S. History teaching with the Connecticut Social Studies Curriculum Framework.

The new AP U.S. History curriculum complements the Connecticut Framework in its emphasis on historical thinking skills. There are also thematic commonalities between the documents. Teachers of AP U.S. History can feel confident that they are also addressing the Connecticut State Standards.

There are differences in the documents. The AP U.S. History Curriculum is based on four "Historical Thinking Skill Types" encompassing nine specific Historical Thinking Skills (see chart on p. 3-6). The Connecticut Framework includes thinking standards that are oriented more broadly to "History/Social Studies Literacy" and "Civic Engagement," but do overlap in many areas.

Also, the Connecticut Framework does not specifically periodize United States History content, while the AP U.S. History curriculum does so by organizing the course into nine "Historical Periods" from 1491 to the present. Although U.S. History content is not periodized, the skill of periodization is mentioned in the Connecticut Framework Grade Level Expectations (GLE) within the World History, Content Knowledge Strand 1.3. The strand calls for students to "describe and evaluate models of historical periodization used to categorize events" and may be applicable within an AP U.S. History course.

Research skills and "Civic Engagement" in the form of debate, presentations, and group problem solving are an integral part of the Connecticut standards, but are not a required part of the AP U.S. History course. However, students in an AP class must learn how to use various sources, evaluate and analyze them, as does a researcher. AP instructors may often engage students in debate, presentation, and problem solving activities. As a result, these differences should not pose obstacles to teaching AP U.S. History effectively while meeting state standards.

In addition, the new AP curriculum allows more freedom to teach local and state history. Standard 1 Content Knowledge, Strand 1.2 of the Connecticut Framework asks teachers to employ Connecticut events and people to make connections with national events. Thus Connecticut history can be inserted within the AP course.

**CORRELATION**  
**AP U.S. HISTORY CURRICULUM FRAMEWORK/CONNECTICUT'S SOCIAL STUDIES CURRICULUM FRAMEWORK**

**HISTORICAL THINKING SKILLS**  
 Preparation for AP assessments promotes historical thinking.

AP U.S. History: Skill Types, I - IV

Connecticut Framework

**Skill Type I: Chronological Reasoning**

Skill 1: Historical Causation

- 1.1.1 Apply chronological thinking to examine relationships among events and explain causes and effects of events.
- 2.2.7 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Skill 2: Patterns of Continuity and Change Over Time

- 1.1.3 Trace the evolution of citizens' rights.
- 1.1.4 Evaluate the changing role of U.S. participation and influence in world affairs.
- 1.1.5 Explain the changing nature of the U.S. economy.
- 1.1.10 Assess the significance of the evolving heterogeneity of American society.
- 1.1.11 Analyze the impact of technology and scientific discovery on American society.
- 1.4.30 Explain how technological developments have changed our perception and understanding of location and space in the modern world.
- 1.6.36 Analyze migration patterns within and among nations.
- 1.6.37 Analyze human factors that cause migration.
- 1.8.41 Analyze laws that have been modified to meet society's changing values and needs.
- 1.9.46 Investigate how individuals or groups have worked to expand or limit citizens' rights in the United States and other nations.
- 1.9.47 Analyze the tension between the need for national security and protecting individual rights.
- 1.10.49 Describe how a nation's availability of resources has changed over

	<p>time.</p> <p>1.10.50 Analyze how the abundance or scarcity of resources affects the nation and the individual.</p>
Skill 3: Periodization	1.3.16 Describe and evaluate models of historical periodization used to categorize events. (World History GLE, but can be applied to U.S.)
<b>Skill Type II: Comparison and Contextualization</b>	
Skill 4: Comparison	<p>1.1.7 Compare and contrast various American Beliefs values and political ideologies.</p> <p>1.5.33 Analyze globalization’s impact on peoples around the world.</p> <p>1.10.49 Describe how a nation’s availability of resources has changed over time.</p> <p>1.12.56 Compare and contrast free trade and fair trade.</p> <p>1.13.59 Demonstrate the importance of viewing a culture through a variety of perspectives.</p> <p>2.2.10 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>3.1 Use evidence to identify, analyze and evaluate historical interpretations.</p> <p>3.2 Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.</p>
Skill 5: Contextualization	<p>1.1.1Apply chronological thinking to examine relationships among events and explain causes and effects of events.</p> <p>1.1.2Investigate the causes and effects of migration within the United States.</p>
Skill 5: Contextualization (cont.)	<p>1.1.8 Analyze the influence of nationalism on American society.</p> <p>1.1.9 Analyze the influence of sectionalism on American life.</p> <p>1.1.12 Analyze how the arts, architecture, music and literature of the United States reflect its history and cultural heterogeneity.</p> <p>1.2.14 Analyze how events and people in Connecticut reflect and have</p>

	<p>contributed to developments in United States history.</p> <p>1.2.15 Describe how major events in U.S. History affected Connecticut citizens.</p> <p>1.6.34 Explain how environmental factors cause human movement.</p> <p>1.6.37 Analyze human factors that cause migration.</p> <p>1.12.55 Explain how trade surpluses and deficits develop.</p> <p>1.12.58 Analyze factors that encourage a business to relocate to another country.</p>
<b>Skill Type III: Crafting Historical Arguments from Historical Evidence</b>	
Skill 6: Historical Argumentation	<p>2.2.5 Choose valid sources and provide evidence to answer a history/social studies question.</p> <p>2.2.7 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>2.2.10 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>2.3.15 Create written work that analyzes a historical event, place or person using various sources.</p> <p>2.3.17 Compose a thesis statement using primary and secondary sources.</p> <p>3.1 Use evidence to identify, analyze and evaluate historical interpretations.</p> <p>3.2 Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.</p>
Skill 7: Appropriate Use of Relevant Historical Evidence	<p>2.1.2 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>2.1.4 Draw information from informational texts to support analysis, reflection, and research.</p> <p>2.2 Interpret information from a variety of primary and secondary sources, including electronic media (maps, charts, graphs, images, artifacts, recordings and text).</p>

<b>Skill Type IV: Historical Interpretation and Synthesis</b>	
Skill 8: Interpretation	<p>2.2.7 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>2.2.10 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>3.1.2 Evaluate primary and secondary interpretations of a historical event.</p> <p>3.2.10 Cite examples and analyze how people and/or personal accounts can influence historical memory.</p>
Skill 9: Synthesis	<p>2.2.5 Choose valid sources and provide evidence to answer a history/social studies question.</p> <p>2.3.15 Create written work that analyzes a historical event, place or person using various sources.</p> <p>2.3.17 Compose a thesis statement using primary and secondary sources.</p> <p>3.1.1 Use evidence to develop an interpretation of a historical event.</p> <p>3.2.8 Develop a criterion to evaluate alternative viewpoints on a contemporary issue.</p> <p>3.2.9 Analyze how one’s historical memory can contribute to one’s view of a contemporary issue or event.</p>
<b>CORRELATION</b> <b>AP U.S. HISTORY CURRICULUM FRAMEWORK/CONNECTICUT’S SOCIAL STUDIES CURRICULUM FRAMEWORK</b>	
<b>COURSE THEMES</b> <b>AP United States History course themes engage a majority of Connecticut’s State Standards.</b>	
AP U.S. History: Learning Objectives by Theme, 1-7	Connecticut Framework
<b>1. Identity (ID)</b>	
Students demonstrate understanding of ways that debates over national identity	<p>1.1.8 Analyze the influence of nationalism on American society.</p> <p>1.1.10 Assess the significance of the evolving heterogeneity of American</p>

have changed over time.	society.
Students demonstrate understanding of ways that gender, class, ethnic, religious, regional, and other group identities changed in different eras.	1.1.9 Analyze the influence of sectionalism on American life. 1.9.46 Give examples of how individuals or groups have worked to expand or limit citizens' rights in the United States and other nations. 1.13.62 Analyze the impact of family, religion, gender, ethnicity and socioeconomic status on the development of culture.
<b>2. Work, Exchange and Technology (WXT)</b>	
Students demonstrate understanding of ways that changes in markets, transportation, and technology have affected American society.	1.1.5 Explain the changing nature of the U.S. economy. 1.1.11 Analyze the impact of technology and scientific discovery on American society.
Students demonstrate understanding of ways that different labor systems have developed over time.	1.1.5 Explain the changing nature of the U.S. economy. 1.4.30 Explain how technological developments have changed our perception and understanding of location and space in the modern world.
Students demonstrate understanding of debates over economic values and the role of government in the U.S. economy and how these debates affected politics, society, the economy, and the environment.	1.10.51 Analyze how a government's resources can be used to influence economic decisions. 1.11.53 Examine how government activity can influence an individual's economic decisions. 1.11.54 Analyze how government policies can influence how people and businesses use resources.
<b>3. Peopling (PEO)</b>	

<p>Students demonstrate understanding of why people have migrated to, from, and within North America.</p>	<p>1.1.2 Investigate the causes and effects of migration within the United States.  1.6.34 Explain how environmental factors cause human movement.  1.6.37 Analyze human factors that cause migration.</p>
<p>Students demonstrate understanding of how changes in migration and population patterns have affected American life.</p>	<p>1.1.10 Assess the significance of the evolving heterogeneity of American society.  1.6.36 Analyze migration patterns within and among nations.  1.6.38 Compare and contrast migration’s impact on the country of origin and country of settlement.  1.9.46 Give examples of how individuals or groups have worked to expand or limit citizens’ rights in the United States and other nations.</p>
<p><b>4. Politics and Power (POL)</b></p>	
<p>Students demonstrate understanding of how different political and social groups competed for influence over society and government in colonial North America and the United States.</p>	<p>1.8.42 Explain how different factors contribute to making and implementing laws in different government systems.  1.8.43 Explain how the Constitution limits the powers of government and protects the accused.  1.8.44 Analyze the role of technology, media and advertising in influencing voting and law making.  1.8.45 Assess the role of lobbying and citizen petitioning in shaping legislation.</p>
<p>Students demonstrate understanding of how Americans have agreed on or argued over the values that guide the political system, as well as who is a part of the political process.</p>	<p>1.1.2 Trace the evolution of citizens’ rights.  1.1.13 Evaluate the role and impact of significant individuals have had on historical events.  1.9.46 Investigate how individuals or groups have worked to expand or limit citizens’ rights in the United States and other nations.  1.9.47 Analyze the tension between the need for national security and protecting individual rights.</p>

<b>5. America in the World (WOR)</b>	
<p>Students demonstrate understanding of the relationship among events in North America and the United States and contemporary events in the rest of the world.</p>	<p>1.7.40 Analyze the relationships between national governments and international organizations.  1.12.55 Explain how trade surpluses and deficits develop.  1.3.19 Explain the significance of globalization.</p>
<p>Students demonstrate understanding of how different factors have influenced U.S. military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas.</p>	<p>1.1.4 Evaluate the changing role of U.S. participation and influence in world affairs.  1.3.20 Assess the causes and impacts of imperialism.  1.3.21 Analyze conflict and cooperation in world affairs.  1.5.33 Analyze globalization’s impact on peoples around the world.  1.9.48 Analyze historical and contemporary examples of the need to ensure human rights at the national and international levels.  1.12.57 Analyze ways governments and international organizations can promote or inhibit economic development.  1.12.58 Analyze factors that encourage a business to relocate to another country.</p>
<b>6. Environment and Geography— Physical and Human (ENV)</b>	
<p>Students demonstrate understanding of the various ways in which interactions with the natural environment shaped the institutions and values of various groups living in North America from prior to</p>	<p>1.1.6 Assess the influence of geography on the development of the United States.  1.4.31 Analyze how geographic location and physical features have influenced national histories.  1.5.32 Analyze how a specific environment has influenced historical</p>

European contact through the Civil War.	developments in a region/nation of the world. 1.6.35 Analyze geographical influences on the United States' development.
Students demonstrate understanding of how economic and demographic changes affected the environment and led to debates over use and control of the environment and natural resources.	1.10.49 Describe how a nation's availability of resources has changed over time. 1.10.50 Analyze how the abundance or scarcity of resources affects the nation and the individual.
<b>7. Ideas, Beliefs and Culture (CUL)</b>	
Students demonstrate understanding of how and why moral, philosophical, and cultural values changed in what would become the United States.	1.13.59 Demonstrate the importance of viewing a culture through a variety of perspectives. 1.13.62 Analyze the impact of family, religion, gender, ethnicity and socioeconomic status on the development of culture.
Students demonstrate understanding of how and why changes in moral, philosophical, and cultural values affected U.S. history.	1.1.7 Compare and contrast various American Beliefs values and political ideologies. 1.1.12 Analyze how the arts, architecture, music and literature of the United States reflect its history and cultural heterogeneity. 1.8.41 Analyze laws that have been modified to meet society's changing values and needs.

Connecticut's Social Studies Framework PK-12 (2011), Connecticut State Department of Education.  
[http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/socialstudies/CT\\_Social\\_Studies\\_Curriculum\\_Framework\\_2011.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/socialstudies/CT_Social_Studies_Curriculum_Framework_2011.pdf)