**AP US History (APUSH) Syllabus**

 

2013–2014

*International Business and Communication Studies at Olympic Community of Schools*

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**Course Overview**:

The AP US History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in US History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP US History course should thus 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.

**College Courses**

Introductory U .S .history courses vary considerably among individual colleges. Most institutions offer a survey course, with extensive chronological coverage and readings on a broad variety of topics in such special fields as economic history, cultural and intellectual history, and social history, in addition to political–constitutional and diplomatic history . Other colleges offer courses that concentrate on selected topics or chronological periods. However, both types of courses are concerned with teaching factual knowledge and critical analytic skills. Since there is no specific college course that an AP course in US History can duplicate in detailed content and coverage, the aim of an AP course should be to provide the student with a learning experience equivalent to that obtained in most college introductory United States history courses.

***According to the College Board the course will include:***

* “study of political institutions, social and cultural developments, diplomacy [and]

economic trends.”

* [the teaching of students] “to analyze evidence and interpretations presented in

historical scholarship.”

* “extensive instruction in analysis and interpretation of a wide variety of primary

sources, such as documentary material, maps, statistical tables, works of art and

pictorial and graphic materials.”

* “frequent practice in writing analytical and interpretive essays such as document based

questions (DBQ) and thematic essays.”

**COURSE OBJECTIVES:**

This course examines the evolution of the American republic from the initial European incursions into North America to the present. The course is divided into periods of time and focuses on the themes in the *AP Course Description*, including national identity, economic transformation, and U.S. actions on the world stage. Moreover, the AP curriculum demands higher-order thinking skills within a rigorous academic context. Thus, students are frequently required to analyze, synthesize, and evaluate primary and secondary historical sources, in addition to comprehending, memorizing, and applying facts. Our investigation of the nature of American democracy includes methods, evidence, and scholarship from the areas of social, political, economic, cultural, and diplomatic history.

**Themes in AP U.S. History**

***American Diversity***

The diversity of the American people and the relationships among different groups. The roles of race, class, ethnicity, and gender in the history of the United States.

***American Identity***

Views of the American national character and ideas about American exceptionalism. Recognizing regional differences within the context of what it means to be an American.

***Culture***

Diverse individual and collective expressions through literature, art, philosophy, music, theater, and film throughout US history. Popular culture and the dimensions of cultural conflict within American society.

***Demographic Changes***

Changes in birth, marriage, and death rates; life expectancy and family patterns; population size and density. The economic, social, and political effects of immigration, internal migration, and migration networks.

***Economic Transformations***

Changes in trade, commerce, and technology across time. The effects of capitalist development, labor and unions, and consumerism.

***Environment***

Ideas about the consumption and conservation of natural resources. The impact of population growth, industrialization, pollution, and urban and suburban expansion.

***Globalization***

Engagement with the rest of the world from the fifteenth century to the present: colonialism, mercantilism, global hegemony, development of markets, imperialism, and cultural exchange.

***Politics and Citizenship***

Colonial and revolutionary legacies, American political traditions, growth of democracy, and the development of the modern state. Defining citizenship; struggles for civil rights.

***Reform***

Diverse movements focusing on a broad range of issues, including anti-slavery, education, labor, temperance, women’s rights, civil rights, gay rights, war, public health, and government .

***Religion***

The variety of religious beliefs and practices in America from prehistory to the twenty-first century; influence of religion on politics, economics, and society.

\*Study groups are highly recommended. List the names and contact information for your study buddies below:

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*\*Note (information borrowed from AP Central and from AP Workshops and trainings)*

**The AP Exam**

The National Examination (May 14, 2014) format: 3 hours, 5 minutes in length:

* Fifty-five minutes of multiple-choice questions (80 total questions)
* A 15-minute reading period
* A 45-minute DBQ
* Two 35-minute essays chosen from four options

The majority of the questions are on the 19th and 20th centuries. The exam is broken down as follows:

50% Multiple choice questions

 Pre-Columbian to 1789 20%

 1790 to 1914 45%

 1915 to Present 35%

50% Essays

 Document Based Question 50%

 Free Response Question #1 25%

 Free Response Question #2 25%

Assessments in class will parallel the tasks required for the AP test.

**Recommendations for Success in AP U.S. History**

•**There is no substitute for reading**! Reading is assigned for virtually every class session. Students will have a reading quiz over each chapter, but will be able to use their hand written notes. Do the reading faithfully. This process prepares students for the demands of college courses and in all fields. Plan to read the entire book before Spring Break!

•Organizing a study group, attending review sessions/ tutorials, and individual study are encouraged.

•Parents can help: by encouraging their student to talk about what he or she is learning. The more a student discusses the material, the better! Encourage your student to raise questions and discuss in class.

•Do not miss class. Try to schedule out of school appointments (dentist, doctor, going to get your driver’s license) so that you do not miss AP Classes.

•Stay organized. Keep everything in your notebook. Use a daily planner to stay on top of assignments. Don’t leave work until the night before it is due.

**Text Book and Supplementary Sources**

Kennedy, David M., Lizabeth Cohen, and Thomas Bailey. *The American Pageant*. 13th ed. Boston, Mass.: Houghton Mifflin Co.

Faragher, John M., Marry Jo Buhle, Daniel Czitrom, and Susan H. Armitage. *Out of Many*. 3rd ed. Upper Saddle River, N.J.:, Prentice

Hall, 2003

Johnson, Michael P. *Reading the American Past, Selected Historical Documents,Volume 1 and 2*. 2nd ed. Bedford/St. Martins.

Howard Zinn. *A People’s History of the United States* (New York: Harper Perennial, 2005)

Maddox, Robert J. *Annual Editions, American History, Volume 1 and 2.* 17th ed. Penn State. University of Pennsylvania

Marcus, Robert, D, David Bruner and Anthony Marcus. *America Firsthand, Volume1 and 2*. 7th ed. Bedforth/St. Martins.

Newman, John J. and John M. Schmalbach. *United States History, Preparing for Advanced Placement Examination.* 2nd ed. New

York, N.Y.: Amsco School Publications, Inc.

*We will also be using documents and other primary data help develop the skills necessary to analyze point of view, context and bias, and to interpret information. Therefore, students are also expected to complete a series of supplemental readings throughout the course.*

**Additional Exam Information**

The fee for each AP Exam is $89. The school normally retains $8 of that fee as a rebate to help with administrative costs.

*Fee Reduction*

The College Board provides a fee reduction for each exam taken by eligible students with financial need. For each eligible student, schools should forgo their $8 rebate.

<http://professionals.collegeboard.com/testing/waivers/guidelines/ap>

<http://professionals.collegeboard.com/testing/ap/coordinate/fee-assistance>

\*\*\*Note: I recently received an email from Kathleen Koch in regards to AP testing this year which stated the following information:

The CMS Board of Education has approved the reinstatement of funds from the North Carolina General Assembly to pay for AP and IB exams for students enrolled in AP and IB courses this school year.

*Since CMS will pay for enrolled students to take AP and IB exams, regulations have been approved by the superintendent to require students in AP and IB courses to take the corresponding AP or IB exam. In AP and IB courses, the final grade for students who take the AP or IB exams will be based on the following formula:  Semester 1 (50.00%) + Semester 2 (50.00%) = final grade. (Regulations IKA-R, Grading/Assessment Systems and IKAA-R, Tests & Examinations).*

*Students in AP courses who do not take the corresponding AP exams during the scheduled administration, must take the exam during a late testing administration. Reasons for which late testing (using an alternate form of the exam) will be allowed are the following:*

* *Conflict with International Baccalaureate (IB) exam,*
* *Conflict with state-, or nationally-mandated tests,*
* *Disabilities accommodation issue,*
* *Emergency: serious injury, illness, or family tragedy,*
* *Religious holiday/observance,*
* *Three or more AP Exams on same date, or*
* *Two or more AP Exams on same date and time.*

*No fees will be assessed for late testing under the above circumstances*

\*\*\*I will double check this information and share with you the final verdict on our AP Parent night in the coming weeks.\*\*\*

*\*Note (information borrowed from AP Central and from AP Workshops and trainings)*

**Grading:**

Tests/ Projects: 60%

Quizzes/ note cards: 25%

Daily Assignments: 15%

Total 100%

**Grading Scale:**

**A** (100-93) **B** (92-85) **C** (84-77)  **D** (76-70) **F** (69-below)

**Required Materials:**

* Black Pens/Pencils
* Art supplies
* Three Ring Binder
* Index Cards (Several packs!!!)
* Composition Notebook

**House Rules:** Be a **PRO**fessional

Be Present:

1. Come to class ON TIME. If the bell rings and you are not in class you are late. NO excuses. You must have a pass to enter class after that point.
2. When entering the class, you should both pick up your warm up from the table next to the main door and begin working on it immediately, or, if no warm up paper is provided you should immediately look at the board to see what your warm up response question is for that day. You should NEVER come into class and wander around, or talk and fail to complete your assignment.
3. Once you sit in your seat, if any homework was assignment the day before, please take it out and have it on the left hand corner of your desk.

\*\*\*\*Warm ups and Homework will be checked every day within the first 5-7 minutes of class. If its not done when I come to your desk you will receive a “0”.

1. No cell phones or electronic devices.
2. Pay attention and participate in class. We will talk and discuss things on a regular basis and you are encouraged and required to participate. Your voice and opinion matter and will help the class go much smoother and be more productive
3. No Sleeping!

Be Respectful:

1. Do NOT go behind MY desk or touch anything on my desk without my permission!
2. Do not get out of your seat without permission to do so, for ANY reason.
3. Do not use profanity or have a bad attitude towards myself, your classmates, or topics covered in class.
4. Do not talk out of turn. When I say no talking, please do not talk. We will have time every day to talk and visit with friends, but my time is my time to teacher you. Don’t talk when I’m talking or when classmates are talking/ presenting/ or sharing. No exceptions!

Be Open Minded:

Realize that sometimes topics will be covered that may warrant different opinions from your classmates, or that may be sensitive at times. Be respectful and open to things outside of your comfort zone. “Everything you will ever want in life is 2 inches outside of your comfort zone.”

**Behavioral Consequences:**

1. Nonverbal/Verbal Warning
2. Student Conference/Parent Contact
3. Parent Contact
4. Referral

\*I hold the power to skip any of these levels if the infraction warrants a more significant action.

**Make-up Work:**

There is no makeup work or late work accepted. I will only accept late work if you have a note to excuse your absence, in which case you have 5 school days to turn the in assignment. This is an AP course in the business school and we will treat this class in such a manner.

**Special Assignment notes:**

Students will be required to complete note cards for all vocabulary terms from each chapter to be turned in prior to each unit test. Students will work in groups consistently throughout the year and prepare segmented “time period” summary projects to be displayed on our classroom timeline. Each group will be responsible for presenting key people or ideas and the major changes that occurred during their time period of American History to display within the classroom, and also posts their connections from this time frame to real world situations and issues on the class blog site. Parents will be informed in depth of the blog and more specific class procedures regarding assignments during the AP Parent night.

# **Course Outline**

**Unit 1- Exploration and Colonial Society**

Required Reading Assignments:

* American Pageant- Chapters 1-5
* Out of Many- Chapters 2-5
* Amsco Review Book- Chapter 1-3

Primary Source Documents and Assignments:

* Article- *Columbus the Indians and Human Progress*
* Internet Activity- *When Three Worlds Collide*- www.dlt.ncssm.edu/lmtm
* *Annual Edition Article 6- Bearing the Burden of Puritan Wives* (Martha Saxton)
* Out of Many Document Set – Chapter 4, 1-2
* Analyze Illustrations- MindSparks Binder- Lesson 1-3
* *Annual Editions Article 8- The Right to Marry a Loving* (Peter Wallenstein)
* The Center for Learning, lesson 6- The Colonies by 1763, A New Society
* Video clip- *The Crucible*
* Video clip- *Roots*

Assessments:

* Quizzes on reading assignments
* Multiple Choice Questions
* DBQ Essay- Compare and Contrast the Chesapeake and New England Colonies.

**Unit 2- Road to Revolution and Revolutionary War**

Required Reading Assignments:

* American Pageant – Chapters 6-8
* Out of Many- Chapters 6-7
* Amsco Review- 4-5

Primary Source Documents and Assignments:

* Analyze political cartoon- Page 112 of American Pageant
* Out of Many Documents- Chapter 6, 1-2
* *A People’s History*- *Tyranny is Tyranny*
* History Alive Lesson 3.3 Colonial Unrest
* *America Firsthand* - *A Boston Shoemaker Recalls the Arrogance of the Boston Tea Party*
* The Center for Learning, lesson 8- The Declaration of Independence
* *Common Sense*- Thomas Paine
* *America Firsthand*- *Letters of Abigail and John Adams*
* Interpret- Treaty of Alliance with France, 1778 (future implications)

Assessments:

* Quizzes on reading assignments
* Multiple Choice Questions
* FRQ- To what extent were the causes of the American Revolution economic in nature?
* DBQ- To what extent had the colonists developed a sense of their identity and unity by

the eve of the Revolution.

**Unit 3- The Federalist Era and the Virginia Dynasty**

Required Reading Assignments:

* American Pageant- Chapters 9-12
* Out of Many- Chapters 8-9
* Amsco-Chapters 6-7

Primary Source Documents and Assignments:

* The Center for Learning, lesson 10- *The Articles of Confederation*
* Analyze the *Federalists Papers (Federalist #10)/Anti-Federalists Papers*
* History Alive Lesson 2.2- Resolve issues facing delegates at the Constitutional Convention
* Comparison Chart- Hamilton and Jefferson (View of Powers of the Central Government)
* http://www.crf-usa.org/terror/alien\_sedition\_acts.htm
* Analyze illustrations on the election of 1800- MindSparks binder page 16 (Teacher’s Booklet)
* Analyze Madison’s War Message- Identify arguments for War with Britain

Assessments:

* Quizzes on reading assignments
* Multiple Choice Questions
* FRQ- Analyze the contribution of TWO of the following in helping establish a
* stable government after the adoption of the Constitution.

**Unit 4: Sectionalism and the National Economy**

Required Reading Assignments:

* American Pageant- second half of Chapter 12
* Out of Many-Chapters 11-12
* Amsco- Chapters 8-9

Primary Source Documents and Assignments:

* Complete a chart on transportation improvements/inventions and evaluate their effects on

society

* Interpret the rulings of the John Marshall and the expansion of the federal government powers
* Out of Many, Document Set- Chapter 9
* Students will map and identify changes in boundaries and territories of the United States (1783-

1819)

* Read excerpts from *The Lowell Offering*

Assessment:

* Quizzes on reading assignments
* Quarter 1 Multiple Choice Exam (Units 1-4)
* DBQ- Historians have traditionally labeled the period after the War of 1812 the “Era of Good
* Feelings.” Evaluate the accuracy of this label, considering the emergence of Nationalism

and Sectionalism.

**Unit 5- Jacksonian Democracy & Politics of Reform**

Required Reading Assignments:

* American Pageant- Chapters 13-15
* Out of Many- Chapters 10-13
* Amsco- Chapters 10-11

Primary Source Documents and Assignments:

* Compare and Contrast the “Evolution of Democracy from Jefferson to Jackson”
* Debate the following assertion: The period of 1824-1840 can be described as “The Reign of

King Andrew.

* *America Firsthand*- *Cherokee Debate Removal*
* The Center for Learning, lesson 15- Coming Together-Nationalism Ascendant
* *America Firsthand*- *Sarah Grimke, Equality of the Sexes*
* Compare the Declaration of Sentiments with the Declaration of Independence
* *America Firsthand- Life as Female Slave* (Harriet Jacobs)
* Create a portfolio with the famous artist of the period (Cole, Durand, Moran, Beirstadt etc,)
* Create a chart comparing and contrasting the First and Second Great Awakening
* Out of Many Document Set- Chapter 13
* Video Clip- *The Age of Andrew Jackson*

Assessments:

* Quizzes on reading assignments
* Multiple Choice Questions
* FRQ- The Jacksonian Period (1824-48) has been celebrated as the era of the common man.
* To what extent did the period live up to its characterization? Consider TWO of the

following in your example.

* + Economic development
	+ Politics
	+ Reform

**Unit 6- Manifest Destiny and the Coming Crisis**

Required Reading Assignments:

* American Pageant- Chapters 16-20
* Out of Many- Chapter 14-15
* Amsco- Chapters 12-13

Primary Source Documents and Assignments:

* The Center for Learning, lesson 20- The Mexican War, Was It in the National Interest?
* Analyze the Treaty of Guadalupe Hidalgo and future implications
* Compare and Contrast the Missouri Compromise with the Compromise of 1850
* The Center for Learning, lesson 22- Compromise and Conflict-The Road to War
* Chart the differences of third parties that were created during the Antebellum Period
* Explain the relationship between the Free Soil Party and the Republican Party
* Analyze the Supreme Court Case- *Dred Scott v Sanford*
* Interpret Lincoln’s speech “*A House Divided against itself cannot stand*”
* Identify and analyze the long term sectional issues that led to the Civil War
* *Biography of America Series- The Coming of the Civil War*
* Video Clip- *Uncle Tom’s Cabin*

Assessments:

* Quizzes on reading assignments
* Multiple Choice Questions
* DBQ- In the early 19th century, Americans sought to resolve their political disputes through

compromise, yet by 1860 this no longer seemed possible. Analyze the reason for this

cause.

* FRQ- To what extent did the debate about the Mexican War and its aftermath reflect

sectional interest of New Englanders, westerners and southerners in the period from

1845-1855.

**Unit 7- Civil War and Reconstruction**

Required Reading Assignments:

* American Pageant- Chapter 21-23, first half of chapter 24
* Out of Many-Chapters 16-17
* Amsco- Chapters 14-15

Primary Source Documents and Assignments:

* Compare the advantages of the North and the South on the eve of the Civil War
* Debate - The South never had a chance to win the Civil War
* Create a chronological battle chart and evaluate the significance of the each of the major

battles

* Interpret Lincoln’s Gettysburg Address
* *Annual Edition Article 34*- *Between Honor and Glory* (Jay Winik)
* Out of Many Document Set- Chapter 17
* Analyze the Reconstruction Plans of Lincoln, Johnson and the Radical Republicans
* The Center for Learning, lesson 24- Reconstruction-Two Views
* Read and interpret the Force Act of Ku Klux Klan Act of 1871
* *Biography of America Series: Reconstruction*

Assessments:

* Quizzes on reading assignments
* Multiple Choice Questions
* DBQ- In what ways and to what extent did constitutional and social developments

between 1860-1877 amount to a revolution?

**Unit 8- Industrial America**

Required Reading Assignments:

* American Pageant- second half of chapter 24, Chapters 25-26
* Out of Many- Chapter 19
* Amsco- Chapters16-19

Primary Source Documents and Assignments:

* Create a chart of inventors, their inventions and the significance of each
* The Center for Learning, lesson 28- The Philosophy and the Industrialists
* Analyze the political cartoon, The Two Philanthropists on page 554 in Out of Many
* Create a timeline to examine the movement from laissez-faire to government regulation
* *Acres of Diamond*- Russell Conwell
* Compare and Contrast the Knights of Labor and the American Federation of labor
* Role -play negotiations between labor and management
* Illustration- The Great Pullman Strike 1894 (Peters)
* Create a T-chart comparing and contrasting the North and the New South in the following

areas:

* + Industry
	+ Labor
	+ Social Issues
* Participate in a jigsaw activity examining the cultural topics in the Gilded Age (writer, artists, architects, etc.)

Assessments:

* Quizzes from reading assignment
* Semester Exam (Units 1-8) Multiple Choice Exam
* FRQ- Analyze the impact of any TWO of the following on the American industrial worker

between 1870-1900.

* Government actions
* Immigration
* Labor unions
* Technological changes
* DBQ- How success was the organized labor in improving the position of workers in the

period of 1875-1900? Analyze the factors that contributed to the level of success

achieved.

**Unit 9- The Tran-Mississippi West & Populist Movement**

* Required Reading Assignments:
* American Pageant- Chapter 27-28
* Out of Many- Chapters 18, first half of 20
* Amsco- Chapter 16

Primary Source Documents and Assignments:

* Debate- The Railroads hindered the success of farmers in the American West
* Analyze the Push/Pull Factors of people migrating to the West
* Examine and an the role of the federal government in dealing with the Native

Americans

* http://digital.library.okstate.edu./kappler/Vol12/treaties/nor1012.htm
* Compare and Contrast the Dawes Act with the Homestead Act
* The Farmer’s Game (Investing in land and crops)
* Create a timeline illustrating the major events of the Populists Movement
* Examine the two Supreme Court Cases and their impact on the farmer’s movement
* Compare the Populist Party to other third parties in the United States
* Video clip*- I Will Fight No More Forever* (Chief Joseph)
* *Biography of America- The West*

Assessments:

* Quizzes on reading assignments
* Multiple Choice Questions
* FRQ- Analyze the reasons for the emergence of the Populists Movement in the late

19th century.

* FRQ- From whom and to what extent was the American West a land of opportunity

from 1865-1890.

**Unit 10- Urban America and the Progressive Era**

Required Reading Assignments:

* American Pageant- Chapters 31-32
* Out of Many- Chapter 21
* Amsco- Chapter 21

Primary Source Documents and Assignments:

* Create a Venn diagram comparing and contrasting Washington and Dubois
* Examine the views of the Progressives –Teacher Resource *Out of Many*
* *A People’s History- Robber Barons and Rebels*- Socratic Seminar
* Explain the increase role of citizen participation in politics during this movement
* *Biography of America: The New City*
* *America Firsthand- Honest and Dishonest Graph* (George Washington Plunkett)
* Jacob Riis*, How the Other Half Lives*- http://www/cis.yale.edu/amstud/inforev/riis/riis2.gif
* The Center for Learning, lesson 38- Reform and Progressives
* The Center for Learning, lesson 39- Excerpts from the Jungle (Upton Sinclair)
* *Annual Editions* Vol. 2, - *Lady Muckraker* (Paula Trekel)

Assessments:

* Quizzes on reading assignments
* Multiple Choice Questions
* FRQ- Identify and analyze the factors that changed the American city in the
* second half of the nineteenth century.
* FRQ- How successful were the progressive reformers during the period of
* 1890-1915, With respect to TWO of the following?
	+ Industrial Conditions
	+ Urban Life
	+ Politics

**Unit 11- Imperialism and World War I**

Required Reading Assignments:

* American Pageant- Chapters 29-30, second half of Chapter 31, 34-35
* Out of Many- Chapter 20, 22, 23
* Amsco- Chapters 20, 22

Primary Source Documents and Assignments:

* Argumentative Essay- Supporting or denouncing United States imperialism
* Examine United States Involvement in the Spanish American War
* Analyze political cartoons illustrating the effects of the Spanish American War
* *A People’s History- The Empire and the People*
* De Lome Letter, 1898
* Examine the Teller and Platt Amendments
* Complete a chart on American territorial acquisition in the late 19th/20th centuries
* *Out of Many* Document Set- Chapter 22.
* Interpret the Roosevelt’s Corollary to the Monroe Doctrine 1905
* Compare and contrast the foreign policies of Roosevelt, Taft and Wilson
* Identify the causes of World War I, and explain why the US entered World War I
* Zimmerman Telegram 1917
* History Alive – Identify types of propaganda and the effect it had on American society
* Analyze Wilson’s 14 points and the Treaty of Versailles
* The Center for Learning, Vol. 2, lesson 6- Isolation Fact or Revisionist Battleground?
* The Center for Learning, Vol. 2 lesson 8- Foreign Policy in the 1920s
* *Video- The Century Vol. 1, World War I*

Assessments:

* Quizzes on reading assignments
* Multiple Choice Questions
* FRQ- To what extent did the US achieve the objectives that led it to enter the FirstWorld War?

**Unit 12- From Boom to Bust**

Required Reading Assignments:

* American Pageant- Chapters 34-36
* Out of Many –Chapters 23-34
* Amsco- Chapters 23-24

Primary Source Documents and Assignments:

* Out of Many Document Set- Chapter 24
* Analyze the impact of the Great Depression on American Citizens
* *Video Clip- The Grapes of Wrath*
* Compare and Contrast the culture and technology of the 1920s with today
* Annual Editions, Vol. 2, 18- Marcus Garvey and the Rise of Black Nationalism (Watson
* Create a museum display of the Harlem Renaissance
* Analyze the cause and effects of racism directed towards minority groups during the 1920s-30s
* Identify the purpose of the New Legislation and impact on society
* Compare and Contrast Hoover’s economic policies with Roosevelt’s
* *Annual Edition Vol. 2, 19- Brother Can You Spare a Dime*
* *Video-The Century, 1929-1936*
* Interpret Franklin Roosevelt’s Radio Address on the Second New Deal

Assessments:

* Quizzes on reading assignments
* Multiple Choice Questions
* DBQ- Analyze the responses of Franklin D. Roosevelt administration to the problem of The Great Depression. How effective were these responses? How did they change the role of the government?

**Unit 13- World War II and the Origins of the Cold War**

Required Reading Assignments:

* American Pageant- Chapters 37, 38
* Out of Many- Chapters 25-26
* Amsco- Chapter 25

Primary Source Documents and Assignments:

* Map out spheres of war including major battle sites
* Examine the Executive Order # 9066
* Out of Many Documents- Chapter 26
* Socratic Seminar – *Korematsu v United States*
* Chart the Economic changes in America from the late 1930s-1940s
* Complete the Chart on the major WWII conferences including major decision on each
* American Heritage- “*The Biggest Decision: Why We Had to Drop the Atomic Bomb*
* Letters from Ethel and Julius Rosenberg
* *America Firsthand- Blacklist: Post World War II “ The Red Scare*” (Ring Lardner, Jr).
* Complete a timeline on major post-war international events during the Cold War

Assessments:

* Quizzes on reading assignments
* Multiple Choice Questions
* FRQ- Evaluate the relative success of American Isolationism pre-1945 to the interventionism of post- WWII America.

**Unit 14- Conformity and the New-left individualism**

Required reading assignments:

* American Pageant- Chapter 39-41
* Out of Many- Chapter 27-29
* Amsco- Chapter 27

Primary Source Documents and Assignments:

* Create a newscast report on the baby boom, rock n roll, suburbia etc.
* Compare and Contrast Kennedy and Eisenhower Domestic and Foreign Policy
* Out of Many Document Set- Chapter 28
* Create a timeline of the major events of the Civil Rights Movement
* Examine the court case *Brown v Board of Education*- compare it to *Plessy v Ferguson*
* Analyze *The Feminine Mystique* (Bettie Friedan)
* Explain the Civil Rights Act 1964 and Voting Rights Act 1965
* *Eyes on the Prize- The Case of Emmett Till/Sit Ins*
* Debate- Was the Vietnam conflict America’s first loss
* A People History- The Impossible Victory: Vietnam War
* Rachel Carson- *Silent Spring*
* Compare Kennedy’s New Frontier with Johnson’s Great Society
* Identify the policies associated with New Federalism under the Nixon’s Administration

Assessments:

* Quizzes on reading assignments
* Multiple Choice Questions
* FRQ- Between the 1960s and 1975, there was great progress in the struggle for
* political and social equality. Assess the validity of this statement with respect to
* TWO of the following groups during that period.
	+ African Americans
	+ Asian Americans
	+ Latino Americans
	+ Native Americans
	+ Women

**Unit 15- Conservatism and the New Millennium**

Required Reading Assignments:

* American Pageant- Chapters 42-43
* Out of Many- Chapters 30-31
* Amsco- Chapter 30

Primary Source Documents and Assignments:

* Out of Many Document Set- Chapter 31
* Create opposing graph, representing prices and wages during the period of stagflation
* Trace the roots of social and political organization (N.O.W., Rainbow Coalition, etc.)
* Create a newspaper with heading from the late 70s foreign policy blunders
* *America History- “How the East Was Won”*
* *PBS- Ronald Reagan- The American Experience*
* *A People’s History- Carter-Reagan-Bush- A Bipartisan Consensus*
* *Video- The Century: A New World*
* *America Firsthand- September 11 and its Aftermath (Morales and Amundson)*

Assessments:

* Quizzes on reading assignments
* Multiple Choice Questions
* FRQ- Evaluate the success and failures of Jimmy Carter’s foreign policies.

**Review for the AP Exam- April/May**

**AP Exam- May**

*\*Note (information borrowed from AP Central and from AP Workshops and trainings)\**

**Student Contract**

**Honor Code**

My signature below is acknowledgement that I understand the Honor Code as explained by instructor. I acknowledge that violation of this Honor Code could result in serious punitive action that could be documented in my permanent academic file. I also understand that academic integrity is an integral part of learning and the process of obtaining an education. Cheating in any fashion seriously violates the principles of a positive and ethical learning environment.

*By signing below, you acknowledge that you understand the honor code for this course.*

Student Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Expectations**

I understand that AP US History is a college level course that will require dedication, active participation, and completion of assignments in a timely manner. I understand that there will be daily reading and extensive assignments. It is my responsible to ensure that I understand the expectations of the class and take the appropriate steps to ensure I have everything I need to be successful. I understand that late work is not accepted in this class without a valid reason. I will have a positive attitude and be respectful in class. I have completely read through the syllabus and understand what is required to be successful in this class.

*By signing below, you acknowledge that you understand the expectations in the course.*

Student Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent (**Best)** Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent (**Best**) contact number: ( ) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_