

Advanced Placement United States History

Program: Advanced Placement United States History is offered to high school juniors and seniors.

Course Design: Advanced Placement United States History is a rigorous and challenging course that is meant to be the equivalent of an introductory college course in United States History and can earn students college credit or advanced placement in college. This is a two-semester survey of American History from the age of exploration and discovery to the present. Solid reading and writing skills, along with a *willingness to devote considerable time to homework and study, are necessary to succeed.* Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents, and historiography.

For more information on AP United States History visit apcentral.collegeboard.com and view the course description and other information.

Course Objectives: Students will:

- ❖ Master a broad body of historical knowledge
- ❖ Develop analytical skills and factual knowledge necessary to deal critically with problems and materials in United States History.
- ❖ Demonstrate an understanding of historical chronology
- ❖ Use historical data to support an argument or position
- ❖ Differentiate between historiographical schools of thought
- ❖ Interpret and apply data from original documents, including political cartoons, graphs, letters, etc.
- ❖ Effectively use analytical skills of evaluation, cause and effect, compare and contrast
- ❖ Work effectively with others to produce products and solve problems
- ❖ Prepare for successful performance on the Advanced Placement Exam
- ❖ Develop an appreciation for the study of history
- ❖ Develop a respect for the great accomplishments made by previous generations.

“It is not the critic who counts, not the man who points out how the strong man stumbles or where the doer of good deeds who could have done them better. The credit belongs to the man in the arena whose face is marred by dust and sweat and blood; who strives valiantly; who errs and comes short again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds, who knows the great enthusiasms, the great devotions, who spends himself in a worthy cause, who at best knows in the end that triumph of high achievement and who at worst, if he fails, at least fails daring greatly, so that his place shall never be with those cold and timid souls who know neither victory or defeat”

Theodore Roosevelt

John M. Murrin, Paul E. Johnson, James M. McPherson, Alice Fahs, Gary Gerstle, Emily S. Rosenberg, Norman L. Rosenberg. **Liberty, Equality, Power: A History of the American People.** 5th Edition. Thomson Wadsworth 2008

Other readings & homework will be provided by the instructor, assigned from historical journal articles and/or other sources.

Tests: Unit tests will be conducted in a two-day format following the study of each unit in the course. On day one the exam will be a combination of multiple-choice (50 questions) and identifications (20-25 questions). And on day two the essay portion of the exam will take place, either a free-response or DBQ. If the DBQ is given the students will use the last 15 minutes of the previous exam day as their preparation time for the DBQ. Tests will be prepared in a format similar to the AP Exam's multiple choice and free-response portions. All tests will be eventually timed to familiarize students with AP format.

In-Class Essays: Most units will feature an in-class timed-essay, working our way down to the 35 – minute period. Students will rely on their knowledge of history to prepare a free-response to the question. The essay should have a thesis, significant and applicable historical information and analysis, and sound organization and grammar. These essays will be scored on the 9-point AP rubric.

Document Based Questions: Document based questions are meant to direct students to the major themes of the units of study. Students will analyze the provided documents and rely on their knowledge of history to prepare a formal response to the question. The essay should have a thesis addressing the prompt, significant and applicable historical information and analysis, and sound organization and grammar. These responses will be scored on the 9-point AP rubric. All DBQ's will be actual questions used in past AP exams along with the rubric and relevant information. The discussion questions will be used to prepare students for document-based question (DBQ) on the AP exam.

Homework/Assignments: Other than the required reading, students will have periodic homework assignments. Homework is intended to broaden each student's historical knowledge base, familiarize students with historical material not covered in class or in readings, develop a greater understanding of material covered in class or in the required reading, and prepare the student for material which will help them succeed on the Advanced Placement test.

Chapter Readings: Students are expected to read and comprehensively study each chapter. As part of reading the chapters within each unit, students will look for the major themes and ID's outlined in the unit overviews. Students will be assigned and responsible for reading in two AP texts. Students will also be expected to read supplemental readings (primary sources) assigned periodically during each unit.

Study Techniques: *READ.* The reading load is considerable. In order to cover the maximum amount of historical material with the least amount of stress, study groups are strongly encouraged. While each student is required to read all the text material, outlining the readings is recommended but optional, also the outlining of supplementary readings is also highly recommended. However, YOU are responsible for understanding all of the material for testing. The amount of time required for homework for this class will vary with your reading speed. Assignments vary in length and format. Assignments will be posted in the calendar provided with each unit and also in webct, an online format for assignments. Time management is an essential skill for this class, and you must take responsibility for budgeting your time. As you become accustomed to the course format and texts, things will fall into place and become easier. It is important to ***not get discouraged.***

The Key to Success: ***READ, PARTICIPATE, GOOD NOTES, COMPLETE ASSIGNMENTS.*** In order to be the most successful in this course, each student must read, study and should outline each chapter in the textbook and read and study each document from other assigned readings. Your success in Advanced Placement United States History will greatly increase by reading and studying the textbook.

Since the Advanced Placement examination is not given until the first week in May, student's notes taken in class and from the readings are extremely significant. In the weeks before the AP examination, students will be using their notes to review. Notes taken in class are not graded,

however a student's individual notes are invaluable when preparing for unit tests, semester examinations and the AP United States History test in May.

Another key to success is completing homework and in-class assignments. Homework and in-class work is designed to further enhance each student's overall understanding of United States History. Students can expect to have assigned homework everyday during each unit of study. Homework will focus on primary source documents, graph study, map studies, compare-contrast of viewpoints, and essay writing. ***Homework should be done with the motivation to learn rather than to just complete the assignment.*** The homework, reading, participation and good notes should assist in the development of the skills necessary to arrive at conclusions on the basis of informed judgment and to present reasons and evidence clearly and persuasively in essay format.

Grading: The grading scale is as follows: A=100-90%, B=89-80%, C=79-70%, D=69-60%. This scale applies to tests, quizzes, document-based questions, free-response essays and homework and in-class assignments. The student's grade will be calculated by the total points earned per quarter.

Advanced Placement Exam: The AP United States History Exam will be given in the morning on Friday, May 11, 2007. Registration for the exam takes place in February. Although the exam is not required, it is highly recommended and may earn college credit and/or advanced placement. AP grades are sent to student's designated colleges, schools and homes in July of 2007. AP scores are based on the following 5-point scale:

AP Grade	Qualification
5	Extremely Well Qualified
4	Well Qualified
3	Qualified
2	Possibly Qualified
1	No Recommendation

The exam is 3 hours and 55 minutes in length and is comprised of two sections, each section is worth 50% of the overall test score. The first section consists of approximately 80 multiple choice questions answered in a 55 minute time. The second section begins with a mandatory 15-minute reading period, and 115 minutes provided to write a series of three free-response essays. The first essay is the mandatory document-based question and the other two essays are choice essays.

*Student scores on the AP US History Exam will not be available until late July of 2007 from the College Board, and therefore these scores will not be counted as part of the student's grade for the course.

Comprehensive Semester Exams: At the end of the first semester, all students will take a semester final exam. At the end of the second semester, all students, whether or not they have taken the AP Exam, will be required to take an exam over material covered second semester. The semester final exam will constitute 20% of the semester grade. No exemptions will be granted for the final exam. The fall semester final exam will be on the regularly scheduled exam dates for McClintock High School.

Units of Study

Chapter 1: When the Worlds Collide: Contact, Conquest, Catastrophe

- Students are responsible for the information in Ch. 1 and there will be no class discussion or assignments for this chapter.

Chapter 2: The Challenge to Spain and the Settlement of North America

- The Protestant Reformation and the Challenge to Spain
 - New France
 - Dutch and Swedish Settlements
 - The Challenge from Elizabethan EnglandThe Swarming English
- Students are responsible for this section of information in Ch. 2 and there will be no class discussion or assignments for this section of the chapter.

Unit 1: The American Colonies

Liberty, Equality, Power CH 2-3-4-5-6

- **The Settlement of North America**
- The Chesapeake
- The New England Colonies
- The English Civil Wars
- The First Restoration Colonies (Southern Colonies)
- The Quakers
- Native American Impact
- America and the British Empire
- Colonial Society in the Mid-Eighteenth Century
- French and Indian War
- The American Revolution
- Articles of Confederation
- The US Constitution
- **Assignments**
 - Reading: The Puritans
 - Reading/writing The Great Awakening
 - In-class Essay
 - Writing: Anne Hutchinson
 - Take-home Essay
 - Research and writing: Republican Motherhood
 - Unit Exam and Essay

Unit 2: Building the New Nation

Liberty, Equality, Power CH 7 and 11

- **The New Government**
- The Federalist Era
- **George Washington**
- Alexander Hamilton and the Economic Plan
- Jefferson v. Hamilton
- US and the French Revolution
- Washington Farewell
- **John Adams**
- The Jeffersonian Republicans
- **Thomas Jefferson**
- The Marshall Court
- The Louisiana Purchase

- **James Madison**
- The War of 1812
- The Hartford Convention
- **James Monroe**
- Nationalism
- Henry Clay
- The American System
- Sectionalism
- Missouri Compromise
- The Monroe Doctrine
- **Assignments**
 - Founding Brothers videos (4): writing reactions based on videos
 - Reading and writing: Federalist Paper X
 - Reading and writing: Freedom of Religion
 - Reading and writing: Marbury v Madison
 - Reading, writing and research: Judicial Nationalism
 - In-class Essay
 - Unit exam and Essay

Unit 3: The Age of Jackson

Liberty, Equality, Power CH 11

- **Jacksonian Democracy**
- **John Quincy Adams**
- The Corrupt Bargain
- The Birth of the Democratic Party
- **Andrew Jackson**
- The Spoils System
- Indian Removal
- Nullification
- John C. Calhoun
- Bank War
- Whig Party
- **Martin Van Buren**
- **Assignments**
 - Reading and writing: Andrew Jackson: Savage Sophisticate
 - Reading and writing: Indian Removal
 - In-class Essay
 - Practice DBQ
 - Unit Exam and Essay

Unit 4: Reform, Culture and the Old South

Liberty, Equality, Power: CH 8-9-10-12

- The Transportation Revolution
- The Industrial Revolution
- The Market Revolution
- American Society and Culture
- Developing a National Economy
- Reform and Culture
- The South and Slavery

- Assignments
 - Reading and writing: Nat Turner Rebellion
 - Reading and writing: Civil Disobedience
 - Reading and writing: The Transcendentalist in Action
 - Reading and writing: Transcendentalism
 - Reading and discussing: Tocqueville's "Democracy in Action" (theories)
 - Unit Exam and Essay

Unit 5: Manifest Destiny, Sectionalism, Civil War, Reconstruction

Liberty, Equality, Power: CH 13-14-15-16-17

- **William Henry Harrison/John Tyler**
- **James Polk**
- Manifest Destiny/Westward Expansion
- Mexican American War
- **Zachary Taylor/Millard Fillmore**
- Slavery
- Sectional Issues
- **Franklin Pierce**
- **James Buchanan**
- The 1850s
- **Abraham Lincoln**
- Secession
- The Civil War
- **Andrew Johnson**
- Impeachment
- Effects of war on society, economy, and politics
- **Ulysses S Grant**
- Reconstruction
- **Assignments**
 - In-class Essay
 - Reading: Lincoln Douglas Debates
 - Reading: The Black Codes and The Origin of "Jim Crow"
 - Take-home Essay
 - Unit Exam and DBQ (in-class)

Unit 6: The Gilded Age

Liberty, Equality, Power: CH 18-19-20

- Reconstruction and the New South
- The Western Frontier
- Industrialization of America
- Emergence of Corporate America
- Urban society
- The New Immigration
- Intellectual and Cultural Movements
- **Rutherford B Hayes**
- Compromise 1877
- **James Garfield/Chester Arthur**
- **Grover Cleveland**

- **Benjamin Harrison**
- **Assignments**
 - Presidents Quiz
 - In Class Essay
 - Reading and discussion: A political allegory of the Wizard of OZ
 - Unit Exam and Essay

Unit 7: American Imperialism

Liberty, Equality, Power: CH 22

- The Birth of Imperialism
- The Spanish American War
- America on the World Stage
- **Assignments**
 - Reading and writing: Freedom of the Press and Yellow Journalism
 - Reading and writing: Imperialism: Social Darwinism
 - Unit Exam and DBQ

Unit 8: Progressivism and The Great War/WW I

Liberty, Equality Power: CH 21 and 23

- **William McKinley**
- **Theodore Roosevelt**
- The Square Deal
- The Progressive Movement
- **William Howard Taft**
- **Woodrow Wilson**
- New Freedom
- WW I and the Treaty of Versailles
- **Assignments**
 - Reading and writing: Wealth and Power
 - Reading and writing: Social Darwinism
 - Reading and writing: TR and Trusts
 - Reading and writing: Women and Reformers
 - Reading and research: Muckrakers and Sociologists
 - Book Report: The Jungle
 - Creative writing: National Archives “369th Infantry”
 - Unit exam and Essay

Unit 9: The United States: 1920-1940

Liberty, Equality, Power: CH 24,25

American Pageant: CH 34,35,36,37

- **Warren G. Harding**
- **Calvin Coolidge**
- Politics and Business of the 20s
- Post WW I Foreign Policy
- Prohibition
- The Jazz Age
- **Herbert Hoover**
- The Stock Market Crash
- The Great Depression/Causes
- **Franklin Delano Roosevelt**

- The New Deal
- American Life during the Depression
- Foreign Policy in the 30s
- **Assignments**
 - In-class Essay
 - Research PowerPoint presentation: Harlem Renaissance
 - In-class Project: The New Deal
 - Unit Exam and DBQ

Unit 10: The United States: 1940 to Present

Liberty, Equality, Power: CH 26,27,28,29,30,31

American Pageant: CH 38,39,40,41,42,43,44

- **FDR**
- World War II
- Wartime Diplomacy
- American Life during the War
- **Harry S. Truman**
- The Fair Deal
- Post War changes: National and International
- The Cold War
- Foreign Policy
- Second Red Scare/McCarthyism
- Korean War
- **Dwight D. Eisenhower**
- Modern Republicanism
- Civil Rights in the 1950s
- Cold War
- Foreign Policy
- **John F. Kennedy**
- The New Frontier
- Civil Rights
- The Cold War
- Cuban Missile Crisis
- Vietnam
- Assassination of JFK
- **Lyndon B. Johnson**
- The Great Society
- Vietnam War
- Civil Rights
- Richard Nixon
- Vietnam
- Watergate
- **Jimmy Carter**
- **Ronald Reagan**
- The Conservative Revolution
- The Cold War
- **George H. Bush**

- The Cold War
- Desert Shield and Desert Storm
- **Bill Clinton**
- The Clinton Years
- The New Foreign Policy
- **George W. Bush**
- 2000 Presidential Election Controversies
- **Assignments**
 - Creative Writing: Three Newspaper Articles – Navajo Code Talkers, Japanese Internment, and D-Day Invasion
 - In class debate: In Times of war, laws are silent
 - Two In-class Essays

APUSH Review

- Begin in-class review last two weeks prior to AP Exam
- Saturday Morning Reviews in April: Practice Exams (released MC exams)

Post APUSH Exam

- Project in lieu of Final Exam
 - Research and presentation of selected historical topics ranging from individuals, issues and events occurring between 1970 to present. (with teacher approval)