

What is this course about?

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. AP U.S. History is equivalent to a two-semester introductory college course in U.S. history.

How do I contact the teacher?

Mr. Justin Jones, MSE
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704.290.1520 x. 5619
Office hours: 3:10–3:40 (T, H)

What do I need for class?

1. Blue or black ink pens
2. Three-ring binder
3. Note cards for vocabulary
4. Composition notebook

What else should I have?

1. Highlighters
2. Post-it notes
3. Note card holder
4. Colored pencils/markers

What books do we use?

Bailey, Thomas A., et al. *The American Pageant*. 13th ed. Advanced Placement Edition. Boston: Houghton Mifflin, 2006. Textbook

Burkett, Christopher, ed. *50 Core American Documents: Required Reading for Students, Teachers, and Citizens*. Ashland, OH: Ashbrook Press, 2014. Primary source reader

Locke, Joseph L., and Ben Wright, ed. *The American Yawp: A Massively Collaborative Open U.S. History Textbook*. Stanford, CA: Stanford University Press, 2019. Textbook

Newman, John J., and John M. Schmalbach. *United States History: Preparing for the Advanced Placement Examination*. Des Moines, IA: AMSCO School Publications, 2006. Supplemental coursebook

Zinn, Howard. *A People's History of the United States*. New York, NY: HarperCollins, 2015. Supplemental reader

How are the assignments graded?

Description of Assignments for the Course	Semester 1	Semester 2
Unit Exams (100 points)	400	400
Vocabulary (30 points)	120	120
Zinn Readings (10 points)	100	90
Free Response Questions (10 points)	40	70
Discussion Forums (5 points)	45	30
Personal Progress Checks (5 points)	25	20
Supplemental Activities	55	50
Research Paper (115 points)	115	-
Book Projects (100 points)	100	100
Oral History Project (120 points)	-	120
	-	
Total Points	1000	1000

Grading Scale

A = 900 – 1000
B = 800 – 899
C = 700 – 799
D = 600 – 699
F = under 600

Is this syllabus subject to change?

The standards and requirements set forth in this syllabus may be modified at any time by the course instructor based on the needs of the class. Notice of such changes will be by announcement in class and/or by changes to this syllabus posted on the course Canvas page. This syllabus contains the policies and expectations established for AP US History. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course.

How are grades calculated?

All grades issued on report cards are cumulative in nature. While always remaining open to questions and concerns, I am the final arbiter of all grades. Extra credit may be made available throughout the semester but is not guaranteed. Extra credit is non-negotiable and will not be assigned according to personal need and/or desire.

What are the classroom rules?

1. Follow all MRHS and UCPS policies.
2. Be respectful of yourself, others, and property.
3. No food or drink in class.
4. Use of electronic devices is prohibited in class.

What is the discipline policy?

Any or all of the following consequences will apply to you if you choose to not follow the rules:

- | | |
|------------------------|-----------------|
| Verbal warning | Parent contact |
| After school detention | Office referral |

What are the course requirements?

- You will be required to come to class prepared every day. Being a prepared AP US History student means you will have your notebook, textbook, a pen/pencil, paper and homework, as well as any other materials we will be using that day. Your textbook must have a cover.
- You will be utilizing the Canvas online learning platform as an enhancement to the learning environment. Students who want to be successful in the course will visit the Canvas site every day to check for class announcements, complete assignments, and connect with other classmates.
- You will be required to complete daily journal writing on various topics. In addition, you will write a reflection for each day's class in the journal notebook. Journals will be checked and graded randomly.
- You will be required to read almost every night. This is a very "reading intensive" course and it is imperative that you keep current with all required readings to be prepared for class and the AP exam.
- You will be required to follow an honor code of academic integrity. At no point during the semester will cheating, plagiarism, or any other type of academic dishonesty be tolerated. Consequences for violating the code of academic integrity will be severe. Refer to your student handbook for further clarification. Required papers for this course may be subject to submission for textual similarity review to Turnitin for the detection of plagiarism.

What about the AP Exam?

Date: May 8, 2020

Time: 8:00 am

Location: TBA

Format: The exam is 3 hours and 15 minutes long and students are required to answer 55 multiple-choice questions, 3 short-answer questions, 1 document-based question, and 1 long essay question.

All students enrolled in this course are expected to take the AP exam in May. Students not taking the exam will not receive the additional quality point associated with AP courses and will only receive honors credit.

Will I be treated with respect?

All students and the instructor are expected to engage with each other respectfully. Unwelcome conduct directed toward another person based upon that person's actual or perceived race, actual or perceived gender, color, religion, age, national origin, ethnicity, disability, or for any other reason, may constitute a violation of UCPS Board of Education Policy 4-7, Prohibition Against Unlawful Discrimination, Harassment, Bullying (Students). Any student suspected of engaging in such conduct will be referred to administration.

Can I record in class?

Electronic video and/or audio recording is not permitted during class unless the student obtains permission from the instructor. If permission is granted, any distribution of the recording is prohibited. Students with specific electronic recording accommodations authorized by an IEP or 504 Plan do not require instructor permission; however, the instructor must be notified of any such accommodation prior to recording. Any distribution of such recordings is prohibited. Recordings made by the instructor are for teaching and assessment purposes only and will not be distributed without student permission.

How does Mr. Jones approach this class?

I tend to use a hybrid approach to my teaching, balancing traditional methods such as lecture and group discussion with newly available resources like forums and social media. I do use PowerPoint presentations at times, but these are more for viewing images and other sources, not just for note taking. I am also a fan of audio and video supplements when they are appropriate and relevant. The material in AP US History is complex and our time is limited, so I do not intend to try and cover the material in detail. I will focus on the “big picture” and look for connections among different historical periods. You are an AP student – I am expecting that you can take care of your own learning using the required readings and assignments. My goal for each of you is to not only pass the AP exam in May, but also to further sharpen your historical thinking skills to be successful in college. I base a lot of my class off of what is provided by College Board and what you will see on the AP exam in May. The essays you write in this class come from older AP exams, both released and unreleased. I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcome. The orderly questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further.

How are AP Exam grades calculated?

The Readers’ scores on the short answer questions and free-response questions are combined with the results of the computer-scored multiple-choice questions; the weighted raw scores are summed to give a composite score. The composite score is then converted to a grade on AP’s 5-point scale:

AP Grade Qualification	
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

AP Exam grades of 5 are equivalent to A grades in the corresponding college course.

AP Exam grades of 4 are equivalent to grades of A–, B+, and B in college.

AP Exam grades of 3 are equivalent to grades of B–, C+, and C in college

Are there any common themes to what we will learn this year?

Eight themes will serve as the connective tissue of the course and enable students to create meaningful connections across units. These themes are often broader ideas that become threads that run throughout the course

American and National Identity (NAT) *how and why definitions of American and national identity and values have developed among the diverse and changing population of North America as well as on related topics, such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.*

Work, Exchange, and Technology (WXT) *the factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government.*

Geography and the Environment (GEO) *the role of geography and both the natural and human-made environments in the social and political developments in what would become the United States.*

Migration and Settlement (MIG) *why and how the various people who moved to and within the United States both adapted to and transformed their new social and physical environments.*

Politics and Power (PCE) *how different social and political groups have influenced society and government in the United States as well as how political beliefs and institutions have changed over time.*

America in the World (WOR) *the interactions between nations that affected North American history in the colonial period and on the influence of the United States on world affairs.*

American and Regional Culture (ARC) *the how and why national, regional, and group cultures developed and changed as well as how culture has shaped government policy and the economy.*

Social Structures (SOC) *how and why systems of social organization develop and change as well as the impact that these systems have on the broader society.*

How will this class teach me to think critically?

The AP history courses seek to apprentice students to the practice of history by emphasizing the development of disciplinary practices and skills while learning historical content. Students best develop these practices and skills by investigating the past through the exploration and interpretation of a rich array of primary sources and secondary texts and through the regular development of historical argumentation in writing. Below are the disciplinary practices and reasoning skills that students should develop in all AP history courses.

Every AP US History exam question will assess one or more of these practices and skills.

Developments and Processes

Identify and explain historical concepts, developments and processes.

Sourcing and Situation

Identify and explain the significance of a source's point of view, purpose, historical situation, and/ or audience, including how these might limit the use(s) of a source.

Claims and Evidence in Sources

Identify and describe a claim and/or argument in a text- based or non-text-based source as well as the evidence used in a source to support an argument, compare the arguments or main ideas of two sources, and explain how claims or evidence support, modify, or refute a source's argument.

Contextualization

Identify and explain how a specific historical development or process is situated within a broader historical context.

Making Connections

Using historical reasoning processes (comparison, causation, continuity and change) to identify analyze patterns and connections and explain how a historical development or process relates to another historical development or process.

Argumentation

Make and support a historically defensible claim while explaining how specific examples of historically relevant evidence support an argument, use historical reasoning to explain relationships among pieces of historical evidence, and corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument, including explaining nuance of an issue by analyzing multiple variables, relevant and insightful connections within and across periods, the relative historical significance of a source's credibility and limitations, and/or how or why a historical claim or argument is or is not effective.

AP History Reasoning Processes

Reasoning processes describe the cognitive operations that you will be required to apply when engaging with the historical thinking skills on the AP Exam. The reasoning processes ultimately represent the way practitioners think in the discipline.

Comparison: Describe and explain the relative historical significance of relevant similarities and/or differences between specific historical developments and processes.

Causation: Describe and explain the relative historical significance of the relationship between primary and secondary causes and between short- and long-term effects of, and how a relevant context influenced, a specific historical development or process.

Continuity and Change: Describe and explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

Using Historical Reasoning to Develop Effective Historical Arguments

When they study the past, historians inquire into the reasons why historical events, processes, and actions unfolded the way they did. As they begin to articulate possible explanations of these events, historians use reasoning processes that rely on their awareness of different types of causal relationships, connections, and patterns. They then formulate a claim, or thesis, about why the event or process occurred the way it did, and then develop an argument that explains how the claim is supported by the available historical evidence. A strong historical argument also accounts for how some evidence might seem to modify or refute the claim, addressing alternate explanations of the event or process. Each of these elements is addressed in the rubrics for the Document Based Question (DBQ) and Long Essay Question (LEQ).

How is an AP US History DBQ graded?

Thesis/Claim		
1 pt	Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	<i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i>
Contextualization		
1 pt	Describes a broader historical context relevant to the prompt.	<i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.</i>
Evidence		
1 pt	Uses the content of at least three documents to address the topic of the prompt.	<i>To earn this point, the response must accurately describe — rather than simply quote — the content from at least three of the documents.</i>
1 pt	Supports an argument in response to the prompt using at least six documents.	<i>To earn this point, the response must accurately describe — rather than simply quote — the content from at least six documents. In addition, the response must use the content of the documents to support an argument in response to the prompt.</i>
1 pt	Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.	<i>To earn this point, the response must describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</i>
Analysis and Reasoning		
1 pt	For at least three documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.	<i>To earn this point, the response must explain how or why (rather than simply identifying) the document's point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the three documents sourced.</i>
1 pt	Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.	<p><i>To earn this point, a response must demonstrate a complex understanding in a variety of ways, such as:</i></p> <ul style="list-style-type: none"> <i>• Explaining nuance of an issue by analyzing multiple variables</i> <i>• Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and effect</i> <i>• Explaining relevant and insightful connections within and across periods</i> <i>• Confirming the validity of an argument by corroborating multiple perspectives across themes</i> <i>• Qualifying or modifying an argument by considering diverse or alternative views or evidence</i> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>

How is an AP US History LEQ graded?

Thesis/Claim		
1 pt	Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	<i>To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i>
Contextualization		
1 pt	Describes a broader historical context relevant to the prompt.	<i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.</i>
Evidence		
1 pt	Provides specific examples of evidence relevant to the topic of the prompt.	<i>To earn this point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.</i>
1 pt	Supports an argument in response to the prompt using specific and relevant examples of evidence.	<i>To earn this point, the response must use specific historical evidence to support an argument in response to the prompt.</i>
Analysis and Reasoning		
1 pt	Uses historical reasoning (e.g. comparison, causation, CCOT) to frame or structure an argument that addresses the prompt.	<i>To earn this point, the response must demonstrate the use of historical reasoning to frame or structure an argument.</i>
1 pt	Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.	<p><i>To earn this point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:</i></p> <ul style="list-style-type: none"> <i>• Explaining nuance of an issue by analyzing multiple variables</i> <i>• Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects</i> <i>• Explaining relevant and insightful connections within and across periods</i> <i>• Confirming the validity of an argument by corroborating multiple perspectives across themes</i> <i>• Qualifying or modifying an argument by considering diverse or alternative views or evidence</i> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>

How important is reading in this course?

In order to make the reading of history more satisfying and more purposeful, you must make an effort. This means that you must have a general sense of the subject matter. You can't just jump into a text and expect to get much out of it especially if the subject matter is genuinely foreign to you. If you do just jump in, you will quickly become lost as the information presented will make little sense. You may also want to take notes from your readings. While this technique will improve your chances for greater understanding, you may find yourself spending a great deal more time on your assignments, perhaps more time than was intended or really needed. Ask yourself why the reading was assigned and work from there. If you insist on taking notes from the text it is perhaps best to organize them into outline format based on the course learning objectives; otherwise you will just be rewriting the book.

What kind of assignments will I have to complete this year?

Book Project: You will complete either Project A or Project C in the fall and Project B in the spring. Your choice between Projects A and C must be made by September 13th. Project C requires at least six students to participate.

(A) *Book Review:* Choose a book* from the following selections:

List I

- Charles C. Mann – *1491; 1493*
- Joseph Ellis – *Founding Brothers; American Creation; American Sphinx*
- David McCullough – *1776; John Adams*
- Cokie Roberts – *Founding Mothers*
- Jon Meacham – *American Lion*
- Doris Kearns Goodwin – *Team of Rivals*
- Jay Winik – *The Great Upheaval; April 1865*
- Dee Brown – *Bury My Heart at Wounded Knee*
- C. Vann Woodward – *The Strange Career of Jim Crow*

List II

- Michael McGerr – *A Fierce Discontent*
- James Chace – *1912: Wilson, Roosevelt, Taft and Debs*
- David Pietrusza – *1920: The Year of the Six Presidents*
- Mark Kurlansky – *1968: The Year that Rocked the World*
- Mark Pendergrast – *God, Country, and Coca Cola*
- Glenda Gilmore – *Defying Dixie*
- Timothy Tyson – *The Blood of Emmitt Till*

Begin the book review with a **complete and correct** bibliographic citation using Turabian format. There is no title for a historical book review. The book review must be 1200-1500 words in the following format: 12 pt. Times New Roman font, double spaced, with one-inch margins. Deviations from this format will result in lost points. You must find a way to tie the book into a discussion we had in class or some other classroom activity.

Your book review must include the following:

- *an introduction to the book and its topic*
- *background information on the author*
- *the basic argument put forth in the book*
- *evidence the author provided to prove the argument*
- *positive and negative aspects of the book*
- *your evaluation of the book*
- *a brief conclusion*

An ideal book review will address the following:

- *sources the author used*
- *the author's methods and research*
- *the clarity, validity, and proving of the thesis*
- *the author's use of evidence*
- *the author's interpretations*
- *how the book reads overall*

Remember, this is a book *review*, not a book *report*. You must be able to critically analyze what a historian has to say about a particular document.

***Only List I books are eligible for review during the fall semester. A book from List II may be reviewed during the spring semester for additional credit. Books chosen for review by a student may not be used for the portfolio assignment.**

(B) *Book Portfolio:* You will read a novel or nonfiction book about a specific time period, research that time period, create a DBQ with seven documents relating to the book and time period, exchange DBQs, and then peer grade the essays. Later in the year, we will conduct a seminar to present information about books and time periods.

(C) *Book Club:* We will read White Trash: The 400-Year Untold History of Class in America by Nancy Isenberg and meet regularly to discuss the book, how the author approaches the material, and connections between the book's content, our course, and contemporary life. The culmination is a personal reflection paper due in January.

Discussion Forums: You will be required to participate in online discussion forums using the Canvas online learning portal to engage in meaningful discussions to further understanding of the subject material. These will be completed outside of class with components due every Monday. Each biweekly forum will deal with a different course theme where you will be required to answer a question (due by the first Monday) and respond to other classmates (due by the second Monday).

Free Response Questions: Free response questions written throughout the year that will be either a document-based question or long essay question. The long essay question will assess one of the following historical thinking skills: causation, comparison, or continuity and change over time. All DBQ and LEQ responses must include a thesis statement, contextualization, evidence, and analysis and reasoning. Not all written free response essays will receive points according to the syllabus. You will be required to meet with the teacher individually during the year to discuss your writing, points of progress, and areas for improvement.

Oral History Project: You will create an oral history for an event in the second half of the 20th century. You will interview at least one person (but are encouraged to interview more) and create one of the project options (documentary, webpage, paper, exhibition) to showcase the history you uncovered. Please read and follow the Smithsonian Oral History Guide that is located on Canvas for instructions and best practices for how to complete an oral history. This can be done with a partner. More details will be given out in class at a later date.

Personal Progress Checks: You will complete the assigned Personal Progress Check (PPC) for each unit on AP Classroom. Completing the Personal Progress Check does not mean answering all the questions correctly. The PPCs only exist to help you and me see where the biggest areas of improvement are. Students will submit quality written reflections on their successes and shortcomings on each unit's progress check. Reflections must be submitted by the school day before the unit exam for credit.

Research Paper: A key component in any history class is the ability to research a particular topic, synthesize information from various sources, and reach a conclusion that either proves or disproves an individual thesis. Effective research and writing are skills that not only will be used in future classes in high school, but in life as well. A well-educated citizenry should be aware of the world around them to make informed decisions regarding matters from politics to daily economics.

Your assignment is to pick a topic that you believe is a turning point event in United States history that interests you and challenges you to think about historical events in a new light. After being assigned a time period on which your topic must come from, you will be responsible for locating primary and secondary resources which will help prove your thesis.

Your paper must be in the range of 2000-2500 words. Anything less or more will be deducted points from the final grade. **The paper must be typed using double-spaced Times New Roman 12 pt. font (not bold) with 1" margins and no additional spaces between paragraphs.** Anything deviating from this standard will be docked points from the final grade. If you have a question about how to format your paper, it is *your* responsibility to ask. References will be footnoted with a works cited page using Chicago/Turabian format. This paper must be turned in on paper as well as electronically. Plagiarism will not be tolerated in any form on this paper and will be given an automatic zero. If you have a question about what is or is not accepted, **ask before you assume anything**.

Unit Exams: You will be assessed on your knowledge of US history throughout the year. The unit exams will be cumulative in nature, and are composed of multiple choice, short answer, and free response questions. Your unit exam will not be graded until your unit PPC is completed.

Unit Vocabulary: You are required to define vocabulary terms for all units of study in this course. There is a great deal of material to be covered this year. Your vocabulary terms will help you review the content that was covered during the study of each unit. Using note cards, you will define each of the terms listed, explain its historical context, identify which Learning Objective and Key Concept the term belongs to, and describe a connection to one of the eight AP US History themes. Notecards are due the day of the unit exam. Learning Objectives, Key Concepts, AP US History themes, and a sample notecard can be found on Canvas.

Zinn Readings: You will be reading Howard Zinn's *A People's History of the United States* this year. For each chapter, you will be assigned questions to answer. Specific evidence from the text must be used to support your answers. The questions will be posted on Canvas. Chapters 21-25 will be assessed using a seminar format.

What are the vocabulary terms required for notecards?

Units 1/2

Adam Smith	European Expansion (global perspective)	Maryland Toleration Act	Scots-Irish
Anglicization		Mercantilism	Sextant
Bartolome De Las Casas	Exploration and conquest of America	Mestizo	Shared labor market
Beaver Wars		Metis	Smallpox
Caste system	First Great Awakening	Mission settlements	Stamp Act
Chinook	Hereditary privilege	Molasses Act	Tobacco
Clipper Ships	Jean Jacques Rousseau	Mulatto	Three sisters (agriculture)
Columbian Exchange	John Locke	Navigation Acts	Triangular Trade
Dominion of New England	Joint-stock companies	Pennsylvania founding	Vaqueros
Dutch colonial efforts	Juan de Onate	Portuguese Explores	Wampanoag
Encomienda system	Juan de Sepulveda	Praying Towns	Wool Act
Enlightenment	King Phillips War	Pueblo	Zambo
	Maroon Communities	Pueblo revolt	

Unit 3

Abigail Adams	Democratic ideas	Jay's Treaty	Proclamation of 1763
American Revolution	Federalism	Kentucky and Virginia Resolves	Proclamation of Neutrality
Articles of Confederation	Federalists	Letters from a Pennsylvania Farmer	Republican motherhood
Battle of Fallen Timbers	Freedom of Speech	Little Turtle and the Western Confederacy	Republicanism
Bill of Rights	French Revolution	Loyalist	Separation of Powers
British Colonies	George Washington	Mercy Otis Warren	Seven Years' War
Civil Liberties	Gradual Emancipation (Pennsylvania)	National Bank	Shays' Rebellion
Colonial Independence movement	Hamilton's Financial Plan	Northwest Ordinance	Trans-Appalachian West
Colonization	Huron Confederation	Patriot	US Constitution
Committees of correspondence	dispersal	Paxton Boys	Washington's Farewell Address
Common Sense	Interchangeable parts	Pinckney's Treaty	Western Hemisphere
Declaration of Independence	Intolerable Acts	Pontiac's Rebellion	
	Iroquois Confederation		

Unit 4

African chattel	Democratic-Republican Party	Lowell System	Railroad Building
American System		<i>Marbury v. Madison</i>	Richard Allen
Baldwin Locomotive Works	Evangelical Christian churches	<i>McCulloch v. Maryland</i>	Samuel Slater
Canals	Evangelical religious fervor	Mechanical Reaper	Second Great Awakening
Catawba Nation		Missouri Compromise	Seminole Wars
Charles Finney	Free-labor manufacturing economy	Monroe Doctrine	Seneca Falls Convention
Communication revolution in antebellum period	Hartford Convention	Mormons	Steel Plow
Cult of domesticity	Hudson River School	Nullification Crisis	Utopian societies
David Walker	Indian Removal Act	Participatory democracy	War Hawks
Democratic Party	John Audubon	Political parties	Whigs
	Louisiana Purchase	Positive Good theory	<i>Worcester v. Georgia</i>
		Property qualifications to vote	

Unit 5

Abraham Lincoln	Dred Scott	Lydia Child	Secession
Annexing Texas	Election of 1860	March to the Sea	Sharecropping
Antebellum reforms	Emancipation	(Sherman)	States' Rights
Blanche Bruce	Proclamation	Mariano Vallejo	Thirteenth-Fourteenth-
Colored Farmer's	Gettysburg	Mexican-American War	Fifteenth Amendments
Alliance	Gold Rush	Nullification	Webster-Ashburton
Commodore Mathew	Hiram Revels	Oregon Border dispute	Treaty
Perry	Homestead Act	Parochial Schools	
Compromise of 1850	John C. Calhoun	Personal liberty laws	
Confederate States of	Kansas-Nebraska Act	Republican Party	
America	Know Nothings	Sand Creek Massacre	

Unit 6

American Federation of	Florence Kelley	Laissez-faire	Racial gradations
Labor	Ghost Dance Movement	Land Grant colleges	Racial stereotyping
American Protective	Gilded Age	Las Gorras Blancas	Referendum
Association	Gospel of Wealth	Little Big Horn	Robert Smalls
Anthracite coal mining	Grange Movement	Minstrel shows	Settlement Houses
Boomtown areas of West	Henry George	Mother Jones	Social Darwinism
Capitalism	Holding companies	National Parks	Social Gospel
Chief Joseph	Ida B. Wells	National Woman	Telegraphs
Chinese Exclusion Act	Industrialization	Suffrage Association	Urban Middle class
Closing of the Frontier	Interstate Commerce Act	New Immigrants vs	US Fish Commission
Conspicuous	J. P. Morgan	Native-born	Women's Christian
consumption	Jane Addams	People's Party	Temperance Union
Dawes Act	John D. Rockefeller	(Populists)	Yiddish Theater
Edward Bellamy	Knights of Labor	<i>Plessy v. Ferguson</i>	
Elizabeth Cady Stanton	Labor unions	Political machines	

Unit 7

American Expeditionary	Federal Reserve Bank	League of Nations	Sierra Club
Force	Federal Writers' Project	Liberalism	Social Security Act
Atlantic Charter	First Red Scare	Manhattan Project	Sonar
Atomic Bomb	Franklin D. Roosevelt	Motion pictures	Spanish-American War
Automobiles	Great Depression	National Recovery	Stimson Doctrine
Axis Powers	Great Migration	Administration	Subsidies
Booker T. Washington	Harlem Renaissance	Neutral trading rights	Washington Naval
Clayton Antitrust Act	Huey Long	Neutrality Acts	Conference
Conservation	Imperialists/Anti-	New Deal	Women's Rights
Dollar Diplomacy	imperialists	Pearl Harbor	Movement
Edward Hooper	Internal migrants	Radio	Woodrow Wilson
Federal Deposit	Jazz	Religious	
Insurance Corporation	John L. Lewis	Fundamentalism	

Unit 8

Baby Boom	Counterculture	Korean War	Red Scare
<i>Regents of the University of California v. Bakke</i>	Decolonization	Luisa Moreno	Rock and Roll
Beat Movement	Demographic changes	Lyndon Johnson	Space Race
Black Panthers	Desegregation	Massive Retaliation	START I
Braceros Program	Détente	Medicaid	Students for a
<i>Brown v. Board of Education</i>	Fannie Lou Hamer	Medicare	Democratic Society
Civil Rights Act 1964	Feminine Mystique	Middle-class suburbanization	Suez Crisis
Civil Rights Movement	Gloria Steinem	Military-industrial complex	Sun Belt
Clean Air Act	Great Society	<i>Miranda v. Arizona</i>	Tennessee Valley Authority
Cold War	<i>Griswold v. Connecticut</i>	Nuclear arsenal	The Affluent Society
Collective security	Hydrogen Bomb	Oil Embargo	Thurgood Marshall
Communism	Inflation of the 1970s	OPEC	Trade with China
Containment	Interior Department	Rachel Carson	Vietnam War
	Internment of Japanese		Watergate
	Iran Hostage crisis		

Unit 9

Big Government	Free Trade agreements	North American Free Trade Agreement	Social Justice
Class	Gender	Phyllis Schlafly	Social Safety net
Conservatism	Globalization	<i>Planned Parenthood v. Casey</i>	Tax Cuts (Reagan and Bush)
Contract with America	Health Care Reform	Ronald Reagan	War on Terror
Corporate growth	Immigration Reform and Control Act of 1986	SDI (Star Wars)	Wars (Afghanistan and Iraq)
Cultural blending	Internet	September 11, 2001 attacks	World Trade Center
Deficits (budget)	Limited welfare state		Xenophobia
Don't Ask, Don't Tell	Mikhail Gorbachev		
Focus on the Family			

How do I answer the free-response questions?

The following task verbs are commonly used in the free-response questions:

- Compare: Provide a description or explanation of similarities and/or differences.
- Describe: Provide the relevant characteristics of a specified topic.
- Evaluate: Judge or determine the significance or importance of information, or the quality or accuracy of a claim.
- Explain: Provide information about how or why a relationship, process, pattern, position, situation, or outcome occurs, using evidence and/or reasoning. Explain “how” typically requires analyzing the relationship, process, pattern, position, situation, or outcome, whereas explain “why” typically requires analysis of motivations or reasons for the relationship, process, pattern, position, situation, or outcome.
- Identify: Indicate or provide information about a specified topic, without elaboration or explanation.
- Support an argument: Provide specific examples and explain how they support a claim.

How is this course structured?

This course will be covered for the most part in chronological order starting with the year 1491 and continuing into the present. Each of our course units will be based on certain historical periods. Periodization is key to understanding the big picture of US history. Following the example of many subfields within US history, as well as the approach adopted by most US history textbooks, the concept outline reflects an acknowledgment that historians differ in how they apply boundaries between distinct historical eras. Several of the units show some degree of overlap, depending on the kinds of key concepts in that period. For the purpose of this course and the AP exam, US history is divided into nine units. Each unit will be roughly the time in the course that it will be represented on the AP exam.

What will I have to do each week? When are assignments due? When are the tests?

Week 1 (8/26 – 8/30)

Monday – Intro to APUSH

Tuesday – What is History?

Wednesday-Friday – Historical Thinking Skills

Week 2 (9/2 – 9/6)

Monday – No School

Discussion Forum – Initial post due: *Why have people migrated to, from, and within North America?* (MIG)

Tuesday – Contextualizing Period 1 (Topic: 1.1)

Reading – Pageant: pp. 1-5; Yawp: Ch. 1.I

Wednesday – Native American Societies Before European Contact (Topic: 1.2; Theme: GEO)

Reading – Pageant: pp. 8-11; AMSCO: pp. 1-2; Yawp: Ch. 1.II

Thursday – European Exploration in the Americas (Topic: 1.3; Theme: WOR)

Reading – Pageant: pp. 11-14; AMSCO: pp. 2-4; Yawp: Ch. 1.III

Friday – Columbian Exchange, Spanish Exploration, and Conquest (Topic: 1.4; Theme: GEO)

Reading – Pageant: pp. 13-21; AMSCO: pp. 4-5; Yawp: Ch. 1.V

Assignment – Zinn Ch. 1

Week 3 (9/9 – 9/13)

Monday – Labor, Slavery, and Caste in the Spanish Colonial System (Topic: 1.5; Theme: SOC)

Reading – Pageant: pp. 21-24; Yawp: Ch. 1.IV

Discussion Forum – Replies due: *Why have people migrated to, from, and within North America?* (MIG)

Tuesday – Cultural Interactions Between Europeans, Native Americans, and Africans (Topic: 1.6; Theme: WOR)

Reading – Yawp: Ch. 2.II, 3.I

Assignment – Personal Progress Check

Wednesday – Causation in Period 1 (Topic: 1.7)

Reading – Yawp: Ch. 1.V

Thursday – Contextualizing Period 2 (Topic: 2.1)

Reading – Pageant: pp. 25-30; Yawp: Ch. 2.I

Friday – European Colonization (Topic: 2.2; Theme: MIG)

Reading – Pageant: pp. 33-42, 106-109; AMSCO: pp. 6-8; Yawp: Ch. 2.III, 2.IV

Week 4 (9/16 – 9/20)

Monday – The Regions of British Colonies (Topic: 2.3; Theme: GEO)

Reading – Pageant: pp. 53-63; AMSCO: pp. 9-11, 23-31; Yawp: Ch. 2.V, 2.VI

Discussion Forum – Initial post due: *How and why have debates over American national identity changed over time?* (NAT)

Tuesday – Transatlantic Trade (Topic: 2.4; Theme: WXT)

Reading – Pageant: pp. 66-70; AMSCO: pp. 32-33; Yawp: Ch. 4.II

Wednesday – Interactions Between American Indians and Europeans (Topic: 2.5; Theme: WOR)

Reading – Pageant: pp. 43-53; AMSCO: pp. 11-12; Yawp: Ch. 3.V

Thursday – Slavery in the British Colonies (Topic: 2.6; Theme: WXT)

Reading – Pageant: pp. 30-32; AMSCO: pp. 33-34; Yawp: Ch. 3.II

Assignment – Zinn Ch. 2

Friday – Slavery in the British Colonies (*Topic: 2.6; Theme: SOC*)

Reading – Pageant: pp. 70-76; Yawp: Ch. 4.III

Week 5 (9/23 – 9/27)

Monday – Colonial Society and Culture (*Topic: 2.7; Theme: ARC, NAT*)

Reading – Pageant: pp. 76-91; AMSCO: pp. 42-52; Yawp: Ch. 3.IV

Discussion Forum – Replies due: *How and why have debates over American national identity changed over time?* (*NAT*)

Tuesday – Comparison in Period 2 (*Topic: 2.8*)

Reading – Pageant: pp. 91-104; Yawp: Ch. 2.VII, 3.VI

Assignment – Personal Progress Check

Wednesday – Units 1/2 Exam

Assignment – Unit Vocabulary

Thursday – Contextualizing Period 3 (*Topic: 3.1*)

Reading – Pageant: pp. 109-111; Yawp: Ch. 4.IV, 5.I

Friday – The Seven Years' War (The French and Indian War) (*Topic: 3.2; Theme: WOR*)

Reading – Pageant: pp. 111-121; AMSCO: pp. 60-63; Yawp: Ch. 4.V, 4.VI

Assignment – Research Paper Topic/Thesis

Week 6 (9/30 – 10/4)

Monday – No School

Tuesday – Taxation Without Representation (*Topic: 3.3; Theme: WOR*)

Reading – Pageant: pp. 123-133; AMSCO: pp. 64-67; Yawp: Ch. 4.VII

Discussion Forum – Initial post due: *How did interactions with the natural environment shape the institutions and values of various groups living on the North American continent?* (*GEO*)

Assignment – Zinn Ch. 3

Wednesday – Philosophical Foundations of the American Revolution (*Topic: 3.4; Theme: NAT*)

Reading – Pageant: pp. 122-123; AMSCO: pp. 67-69; Yawp: Ch. 5.II

Thursday – Philosophical Foundations of the American Revolution (*Topic: 3.4; Theme: NAT*)

Reading – Pageant: pp. 133-138; Yawp: Ch. 5.IV

Friday – The American Revolution (*Topic: 3.5; Theme: WOR*)

Reading – Pageant: pp. 140-161; AMSCO: pp. 77-83; Yawp: Ch. 5.III

Week 7 (10/7 – 10/11)

Monday – The American Revolution (*Topic: 3.5; Theme: WOR*)

Reading – Yawp: Ch. 5.V

Discussion Forum – Replies due: *How did interactions with the natural environment shape the institutions and values of various groups living on the North American continent?* (*GEO*)

Tuesday – Early Release Day (10/8) – Writing Workshop

Assignment – Zinn Ch. 4

Wednesday – No School

Thursday – The Influence of Revolutionary Ideals (*Topic: 3.6; Theme: SOC, WOR*)

Reading – Pageant: pp. 166-171; AMSCO: pp. 83-84; Yawp: Ch. 5.VI, 6.I

Friday – The Articles of Confederation (*Topic: 3.7; Theme: PCE*)

Reading – Pageant: pp. 171-177; AMSCO: pp. 85-87; Yawp: Ch. 6.II

Assignment – Research Paper Annotated Bibliography

Week 8 (10/14 – 10/18)

Monday – The Constitutional Convention and Debates over Ratification (*Topic: 3.8; Theme: PCE*)

Reading – Pageant: pp. 177-187; AMSCO: pp. 96-102; Yawp: Ch. 6.III, 6.IV

Discussion Forum – Initial post due: *Why have different labor systems developed in British North America and the United States, and how have they affected US society?* (WXT)

Tuesday – The Constitution (*Topic: 3.9; Theme: PCE*)

Reading – Pageant: pp. A32-A43; Yawp: Ch. 6.V

Assignment – Zinn Ch. 5

Wednesday – Shaping a New Republic (*Topic: 3.1; Theme: PCE*)

Reading – Pageant: pp. 190-197; AMSCO: pp. 102-108; Yawp: Ch. 6.VI

Thursday – Shaping a New Republic (*Topic: 3.1; Theme: WOR*)

Reading – Pageant: pp. 198-209; AMSCO: pp. 108-111; Yawp: Ch. 6.VII, 6.VIII

Friday – Developing an American Identity (*Topic: 3.11; Theme: ARC*)

Reading – Yawp: Ch. 6.IX

Week 9 (10/21 – 10/25)

Monday – Movement in the Early Republic (*Topic: 3.12; Theme: MIG, SPC*)

Reading – Pageant: pp. 204-210; Yawp: Ch. 7.II

Discussion Forum – Replies due: *Why have different labor systems developed in British North America and the United States, and how have they affected US society?* (WXT)

Tuesday – Continuity and Change in Period 3 (*Topic: 3.13*)

Reading – Yawp: Ch. 4.VII, 5.VII

Assignment – Personal Progress Check

Wednesday – Unit 3 Exam

Assignment – Unit Vocabulary

Thursday – Contextualizing Period 4 (*Topic: 4.1*)

Reading – Pageant: pp. 211-215; AMSCO: pp. 111-112; Yawp: Ch. 6.X, 7.I, 8.I, 10.I

Friday – The Rise of Political Parties and the Era of Jefferson (*Topic: 4.2; Theme: PCE*)

Reading – Pageant: pp. 215-220; AMSCO: pp. 121-127; Yawp: Ch. 7.III, 7.IV

Assignment – Research Paper Outline

Week 10 (10/28 – 11/1)

Monday – Politics and Regional Interests (*Topic: 4.3; Theme: PCE*)

Reading – Pageant: pp. 220-228, 240-254; AMSCO: pp. 140-146; Yawp: Ch. 9.II, 9.III, 13.II

Discussion Forum – Initial post due: *How and why have different political and social groups competed for influence over society and government in what would become the United States?* (PCE)

Tuesday – America on the World Stage (*Topic: 4.4; Theme: WOR*)

Reading – Pageant: pp. 228-239; AMSCO: pp. 127-132, 146-150; Yawp: Ch. 7.V, 7.VI, 10.4, 12.II

Wednesday – Market Revolution: Industrialization (*Topic: 4.5; Theme: WXT*)

Reading – Pageant: pp. 297-306; AMSCO: pp. 150-154; Yawp: Ch. 8.II, 8.IV

Thursday – Market Revolution: Society and Culture (*Topic: 4.6; Theme: SOC*)

Reading – Pageant: pp. 307-318; AMSCO: pp. 154-155; Yawp: Ch. 8.V, 8.VI, 8.VII

Assignment – Zinn Ch. 6

Friday – Expanding Democracy (*Topic: 4.7; Theme: PCE*)

Reading – Pageant: pp. 256-259; AMSCO: pp. 184-187; Yawp: Ch. 9.IV

Assignment – Book Project B: Contextualization

Week 11 (11/4 – 11/8)

Monday – Jackson and Federal Power (*Topic: 4.8; Theme: PCE*)

Reading – Pageant: pp. 260-270; AMSCO: pp. 187-191; Yawp: Ch. 9.V, 9.VI, 9.VII

Discussion Forum – Replies due: *How and why have different political and social groups competed for influence over society and government in what would become the United States?* (PCE)

Tuesday – Jackson and Federal Power (*Topic: 4.8; Theme: PCE*)

Reading – Pageant: pp. 270-280; AMSCO: pp. 191-193; Yawp: Ch. 9.IX, 9.X

Wednesday – The Development of an American Culture (*Topic: 4.9; Theme: ARC*)

Reading – Pageant: pp. 287-296; AMSCO: pp. 166-176; Yawp: Ch. 12.III

Thursday – The Second Great Awakening (*Topic: 4.1; Theme: ARC*)

Reading – Pageant: pp. 320-324; AMSCO: pp. 202-205; Yawp: Ch. 10.II

Friday – An Age of Reform (*Topic: 4.11; Theme: ARC*)

Reading – Pageant: pp. 324-346, 364-368; AMSCO: pp. 206-212; Yawp: Ch. 10.III, 10.V, 10.VI

Week 12 (11/11 – 11/15)

Monday – No School

Discussion Forum – Initial post due: *How have ideas about women's rights and gender roles affected society and politics in the United States?* (SOC)

Tuesday – African Americans in the Early Republic (*Topic: 4.12; Theme: SOC*)

Reading – Pageant: pp. 356-362; Yawp: Ch. 8.III, 9.XI, 11.V, 11.VI

Wednesday – The Society of the South in the Early Republic (*Topic: 4.13; Theme: GEO*)

Reading – Pageant: pp. 350-356; Yawp: Ch. 11.II, 11.III, 11.IV

Thursday – Causation in Period 4 (*Topic: 4.14*)

Reading – Yawp: Ch. 10.VII, 11.VII

Assignment – Personal Progress Check

Friday – Unit 4 Exam

Assignment – Unit Vocabulary

Week 13 (11/18 – 11/22)

Monday – Contextualizing Period 5 (*Topic: 5.1*)

Reading – Pageant: pp. 280-284; AMSCO: pp. 221-224; Yawp: Ch. 12.I, 13.III

Discussion Forum – Replies due: *How have ideas about women's rights and gender roles affected society and politics in the United States?* (SOC)

Tuesday – Manifest Destiny (*Topic: 5.2; Theme: GEO*)

Reading – Pageant: pp. 371-380; Yawp: Ch. 12.IV, 12.V, 12.VI

Assignment – Zinn Ch. 8

Wednesday – The Mexican–American War (*Topic: 5.3; Theme: WOR*)

Reading – Pageant: pp. 381-389; AMSCO: pp. 224-231

Thursday – The Compromise of 1850 (*Topic: 5.4; Theme: NAT*)

Reading – Pageant: pp. 390-405; Yawp: Ch. 13.IV

Friday – Sectional Conflict: Regional Differences (*Topic: 5.5; Theme: ARC*)

Reading – Pageant: pp. 406-423; AMSCO: pp. 240-244; Yawp: Ch. 13.V

Week 14 (11/25 – 11/29)

Monday – Sectional Conflict: Regional Differences (*Topic: 5.5; Theme: SOC*)

Reading – AMSCO: pp. 244-251; Yawp: Ch. 13.VI

Discussion Forum – Initial post due: *How have different factors influenced US military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas?* (WOR)

Tuesday – Failure of Compromise (*Topic: 5.6; Theme: PCE*)

Reading – Pageant: pp. 425-430; AMSCO: pp. 251-255; Yawp: Ch. 14.I

Assignment – Zinn Ch. 9

Wednesday-Friday – No School

Week 15 (12/2 – 12/6)

Monday – Election of 1860 and Secession (*Topic: 5.7; Theme: PCE*)

Reading – Pageant: pp. 434-443; AMSCO: pp. 265-268; Yawp: Ch. 14.II

Assignment – Book Project B: Thesis

Discussion Forum – Replies due: *How have different factors influenced US military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas?* (WOR)

Tuesday – Military Conflict in the Civil War (*Topic: 5.8; Theme: WOR*)

Reading – Pageant: pp. 453-463; AMSCO: pp. 268-274; Yawp: Ch. 14.III

Wednesday – Military Conflict in the Civil War (*Topic: 5.8; Theme: WOR*)

Reading – Pageant: pp. 464-477; AMSCO: pp. 274-277; Yawp: Ch. 14.IV, 14.V

Assignment – Research Paper Rough Draft

Thursday – Government Policies During the Civil War (*Topic: 5.9; Theme: NAT*)

Reading – Pageant: pp. 443-452; AMSCO: pp. 277-281; Yawp: Ch. 15.I, 15.II, 15.VI

Friday – Reconstruction (*Topic: 5.1; Theme: PCE*)

Reading – Pageant: pp. 479-491; AMSCO: pp. 289-296; Yawp: Ch. 15.III, 15.IV

Week 16 (12/9 – 12/13)

Monday – Research Paper Peer Review

Discussion Forum – Initial post due: *How have debates over economic values and the role of government in the US economy affected politics, society, the economy, and the environment?* (WXT)

Tuesday – Failure of Reconstruction (*Topic: 5.11; Theme: NAT*)

Reading – Pageant: pp. 492-498; AMSCO: pp. 296-303; Yawp: Ch. 15.V, 15.VII

Wednesday – Comparison in Period 5 (*Topic: 5.12*)

Reading – Pageant: pp. 498-499; Yawp: Ch. 15.VIII

Assignment – Personal Progress Check

Thursday – Unit 5 Exam

Assignment – Unit Vocabulary

Friday – Contextualizing Period 6 (*Topic: 6.1*)

Reading – Yawp: Ch. 16.I, 17.I, 17.II

Week 17 (12/16 – 12/20)

Monday – Westward Expansion: Economic Development (*Topic: 6.2; Theme: MIG*)

Reading – Pageant: pp. 530-537; AMSCO: pp. 310-315; Yawp: Ch. 17.IV, 17.V

Discussion Forum – Replies due: *How have debates over economic values and the role of government in the US economy affected politics, society, the economy, and the environment?* (WXT)

Assignment – Zinn Ch. 10

Tuesday – Westward Expansion: Economic Development (*Topic: 6.2; Theme: MIG*)

Reading – Pageant: pp. 604-616; AMSCO: pp. 321-324; Yawp: Ch. 17.III

Assignment – Research Paper

Wednesday – Westward Expansion: Social and Cultural Development (*Topic: 6.3; Theme: MIG*)

Reading – Pageant: pp. 594-604; AMSCO: pp. 315-317; Yawp: Ch. 17.VI, 17.VII

Thursday – Research Paper Presentations

Friday – Research Paper Presentations

Week 18 (1/6 – 1/10)

Monday – The “New South” (*Topic: 6.4; Theme: NAT*)

Reading – Pageant: pp. 512-513, 545-546; AMSCO: pp. 317-321; Yawp: Ch. 18.IV, 20.VI

Discussion Forum – Initial post due: *How did economic and demographic changes affect the environment and lead to debates over use and control of the environment and natural resources?* (GEO)

Tuesday – Technological Innovation (*Topic: 6.5; Theme: WXT*)

Reading – AMSCO: pp. 333-341; Yawp: Ch. 18.I, 18.II

Wednesday – The Rise of Industrial Capitalism (*Topic: 6.6; Theme: WXT*)

Reading – Pageant: pp. 537-547; AMSCO: pp. 341-343; Yawp: Ch. 16.II, 16.III

Assignment – Zinn Ch. 11

Thursday – Labor in the Gilded Age (*Topic: 6.7; Theme: WXT*)

Reading – Pageant: pp. 547-556; AMSCO: pp. 343-347; Yawp: Ch. 16.IV

Assignment – Book Project A: Book Review; Book Project C: Personal Reflection Paper

Friday – Immigration and Migration in the Gilded Age (*Topic: 6.8; Theme: MIG*)

Reading – Pageant: pp. 558-567; AMSCO: pp. 358-363; Yawp: Ch. 18.III

Week 19 (1/13 – 1/17)

Monday – Exams

Discussion Forum – Replies due: *How did economic and demographic changes affect the environment and lead to debates over use and control of the environment and natural resources?* (GEO)

Tuesday-Friday – Exams

Week 20 (1/20 – 1/24)

Monday – No School

Tuesday – No School

Wednesday – Responses to Immigration in the Gilded Age (*Topic: 6.9; Theme: MIG*)

Reading – Pageant: pp. 568-574; AMSCO: pp. 363-364

Thursday – Development of the Middle Class (*Topic: 6.1; Theme: SOC*)

Reading – Pageant: pp. 589-592; Yawp: Ch. 18.V

Friday – Reform in the Gilded Age (*Topic: 6.11; Theme: SOC*)

Reading – Pageant: pp. 574-589; AMSCO: pp. 364-371

Week 21 (1/27 – 1/31)

Monday – Controversies over the Role of Government in the Gilded Age (*Topic: 6.12; Theme: PCE*)

Reading – Pageant: pp. 504-511

Discussion Forum – Initial post due: *How and why have changes in moral, philosophical, and cultural values affected US history?* (ARC)

Tuesday – Politics in the Gilded Age (*Topic: 6.13; Theme: PCE*)

Reading – Pageant: pp. 514-528, 616-624; AMSCO: pp. 380-392; Yawp: Ch. 16.V, 16.VI, 16.VII

Wednesday – Continuity and Change in Period 6 (*Topic: 6.14*)

Reading – Pageant: pp. 624-625; Yawp: Ch. 17.VIII, 19.VI

Assignment – Personal Progress Check

Thursday – Unit 6 Exam

Assignment – Unit Vocabulary

Friday – Contextualizing Period 7 (*Topic: 7.1*)

Reading – Pageant: pp. 403-404, 626-627; AMSCO: pp. 400-401; Yawp: Ch. 19.I

Assignment – Zinn Ch. 12; Book Project B: Document Selection

Week 22 (2/3 – 2/7)

Monday – Imperialism: Debates (*Topic: 7.2; Theme: WOR*)

Reading – Pageant: pp. 627-630; AMSCO: pp. 401-403, 414-416; Yawp: Ch. 19.II, 19.V

Discussion Forum – Replies due: *How and why have changes in moral, philosophical, and cultural values affected US history?* (ARC)

Tuesday – The Spanish–American War (*Topic: 7.3; Theme: WOR*)

Reading – Pageant: pp. 630-635; AMSCO: pp. 403-406; Yawp: Ch. 19.III

Wednesday – The Spanish–American War (*Topic: 7.3; Theme: WOR*)

Reading – Pageant: pp. 636-640; AMSCO: pp. 406-409

Thursday – The Spanish–American War (*Topic: 7.3; Theme: WOR*)

Reading – Pageant: pp. 640-646; Yawp: Ch. 19.VI

Friday – The Progressives (*Topic: 7.4; Theme: PCE*)

Reading – Pageant: pp. 656-685; AMSCO: pp. 424-438; Yawp: Ch. 20.II, 20.IV, 20.V

Assignment – Zinn Ch. 13

Week 23 (2/10 – 2/14)

Monday – The Progressives (*Topic: 7.4; Theme: GEO, WOR*)

Reading – Pageant: pp. 647-651, 687-694; AMSCO: pp. 408-414; Yawp: Ch. 19.IV

Discussion Forum – Initial post due: *How have Americans agreed on or argued over the values that guide the political system as well as who is a part of the political process?* (PCE)

Tuesday – World War I: Military and Diplomacy (*Topic: 7.5; Theme: WOR*)

Reading – Pageant: pp. 696-706; AMSCO: pp. 447-453; Yawp: Ch. 21.II, 21.III, 21.IV

Wednesday – World War I: Military and Diplomacy (*Topic: 7.5; Theme: WOR*)

Reading – Pageant: pp. 707-710; AMSCO: pp. 453-457; Yawp: Ch. 21.VI, 21.VII, 21.VIII

Assignment – Zinn Ch. 14

Thursday – World War I: Home Front (*Topic: 7.6; Theme: MIG*)

Reading – Pageant: pp. 710-717; AMSCO: pp. 457-461; Yawp: Ch. 21.V, 21.IX

Friday – 1920s: Innovations in Communication and Technology (*Topic: 7.7; Theme: WXT*)

Reading – Pageant: pp. 733-745; AMSCO: pp. 470-476; Yawp: Ch. 22.I, 22.II, 22.III

Week 24 (2/17 – 2/21)

Monday – No School

Discussion Forum – Replies due: *How have Americans agreed on or argued over the values that guide the political system as well as who is a part of the political process?* (PCE)

Tuesday – 1920s: Cultural and Political Controversies (*Topic: 7.8; Theme: MIG*)

Reading – Pageant: pp. 720-733; AMSCO: pp. 476-485; Yawp: Ch. 22.IV, 22.V, 22.VI

Wednesday – 1920s: Cultural and Political Controversies (*Topic: 7.8; Theme: ARC*)

Reading – Yawp: Ch. 22.VII, 22.VIII, 22.IX

Thursday – The Great Depression (*Topic: 7.9; Theme: WXT*)

Reading – Pageant: pp. 746-767; AMSCO: pp. 492-498; Yawp: Ch. 23.I, 23.II, 23.III, 23.IV, 23.V, 23.VI

Friday – The New Deal (*Topic: 7.1; Theme: PCE*)

Reading – Pageant: pp. 770-798; AMSCO: pp. 498-511; Yawp: Ch. 23.VII, 23.VIII, 23.IX, 23.X, 23.XI, 23.XII, 23.XIII

Assignment – Zinn Ch. 15

Week 25 (2/24 – 2/28)

Monday – Interwar Foreign Policy (*Topic: 7.11; Theme: WOR*)

Reading – Pageant: pp. 767-768, 800-810; AMSCO: pp. 518-523; Yawp: Ch. 24.I, 24.II, 24.III

Discussion Forum – Initial post due: *How have changes in migration and population patterns affected American life? (MIG)*

Tuesday – World War II: Mobilization (*Topic: 7.12; Theme: SOC*)

Reading – Pageant: pp. 810-820; AMSCO: pp. 525-529; Yawp: Ch. 24.IV, 24.V

Wednesday – World War II: Military (*Topic: 7.13; Theme: WOR*)

Reading – Pageant: pp. 821-834; AMSCO: pp. 529-532; Yawp: Ch. 24.VI, 24.VII

Thursday – World War II: Military (*Topic: 7.13; Theme: WOR*)

Reading – Pageant: pp. 834-847; AMSCO: pp. 532-534; Yawp: Ch. 24.VIII, 24.IX

Friday – Postwar Diplomacy (*Topic: 7.14; Theme: WOR*)

Reading – AMSCO: pp. 534-536; Yawp: Ch. 24.X

Assignment – Book Project B: Document Analysis

Week 26 (3/2 – 3/6)

Monday – Comparison in Period 7 (*Topic: 7.15*)

Reading – Yawp: Ch. 20.VII, 21.X, 23.XIV, 24.XI

Assignment – Personal Progress Check

Discussion Forum – Replies due: *How have changes in migration and population patterns affected American life? (MIG)*

Tuesday – Unit 7 Exam

Assignment – Unit Vocabulary

Wednesday – Contextualizing Period 8 (*Topic: 8.1*)

Reading – Pageant: pp. 850-851; AMSCO: pp. 549-551; Yawp: Ch. 25.I, 26.I, 28.I

Assignment – Zinn Ch. 16

Thursday – The Cold War from 1945 to 1980 (*Topic: 8.2; Theme: WOR*)

Reading – Pageant: pp. 852-879; AMSCO: pp. 551-556, 572-579; Yawp: Ch. 25.II, 25.III

Friday – The Cold War from 1945 to 1980 (*Topic: 8.2; Theme: WOR*)

Reading – Pageant: pp. 898-902, 912-916; AMSCO: pp. 619-621; Yawp: Ch. 25.V

Week 27 (3/9 – 3/13)

Monday – The Red Scare (*Topic: 8.3; Theme: NAT*)

Reading – Pageant: pp. 888-890; AMSCO: pp. 558-561; Yawp: Ch. 25.IV

Discussion Forum – Initial post due: *How have gender, class, ethnic, religious, regional, and other group identities changed in different eras? (SOC)*

Tuesday – Economy after 1945 (*Topic: 8.4; Theme: WXT, MIG*)

Reading – Pageant: pp. 882-888; AMSCO: pp. 545-549, 570-572; Yawp: Ch. 26.II, 26.III

Wednesday – Culture after 1945 (*Topic: 8.5; Theme: ARC*)

Reading – Pageant: pp. 895-897, 906-907; AMSCO: pp. 581-584; Yawp: Ch. 26.V, 26.VI

Thursday – Early Steps in the Civil Rights Movement (1940s and 1950s) (*Topic: 8.6; Theme: SOC*)

Reading – Pageant: pp. 890-895; AMSCO: pp. 579-581; Yawp: Ch. 26.IV

Assignment – Zinn Ch. 17

Friday – America as a World Power (*Topic: 8.7; Theme: WOR*)

Reading – AMSCO: pp. 593-597; Yawp: Ch. 27.II

Week 28 (3/16 – 3/20)

Monday – The Vietnam War (*Topic: 8.8; Theme: WOR*)

Reading – Pageant: pp. 927-932, 940-942; AMSCO: pp. 605-611; Yawp: Ch. 27.V, 28.II

Discussion Forum – Replies due: *How have gender, class, ethnic, religious, regional, and other group identities changed in different eras?* (*SOC*)

Assignment – Zinn Ch. 18

Tuesday – The Great Society (*Topic: 8.9; Theme: PCE, MIG*)

Reading – Pageant: pp. 920-924; AMSCO: pp. 597-599; Yawp: Ch. 27.IV

Wednesday – The African American Civil Rights Movement (1960s) (*Topic: 8.1; Theme: SOC*)

Reading – Pageant: pp. 916-920; AMSCO: pp. 599-602; Yawp: Ch. 27.III

Thursday – The African American Civil Rights Movement (1960s) (*Topic: 8.1; Theme: PCE*)

Reading – Pageant: pp. 924-927; Yawp: Ch. 27.VII

Friday – No School

Week 29 (3/23 – 3/27)

Monday – The Civil Rights Movement Expands (*Topic: 8.11; Theme: SOC*)

Reading – Pageant: pp. 933-937; AMSCO: pp. 602-603; Yawp: Ch. 27.VI, 28.VII

Discussion Forum – Initial post due: *How have events in North America and the United States related to contemporary developments in the rest of the world?* (*WOR*)

Tuesday – Youth Culture of the 1960s (*Topic: 8.12; Theme: ARC*)

Reading – AMSCO: pp. 603-605; Yawp: Ch. 28.III, 28.IV

Assignment – Zinn Ch. 19

Wednesday – The Environment and Natural Resources from 1968 to 1980 (*Topic: 8.13; Theme: GEO*)

Reading – Pageant: pp. 945-946, 948-949, 961-964; AMSCO: pp. 621-626, 632-633

Thursday – Society in Transition (*Topic: 8.14; Theme: PCE*)

Reading – Pageant: pp. 938-940, 943-960; AMSCO: pp. 626-632; Yawp: Ch. 28.V

Friday – Society in Transition (*Topic: 8.14; Theme: ARC*)

Assignment – Book Project B: DBQ and Scoring Guide

Week 30 (3/30 – 4/3)

Monday – Continuity and Change in Period 8 (*Topic: 8.15*)

Reading – Yawp: Ch. 28.VIII, 28.IX, 29.II, 29.III

Assignment – Personal Progress Check; Zinn Ch. 20

Discussion Forum – Replies due: *How have events in North America and the United States related to contemporary developments in the rest of the world?* (*WOR*)

Tuesday – Unit 8 Exam

Assignment – Unit Vocabulary

Wednesday – Contextualizing Period 9 (*Topic: 9.1*)

Reading – Pageant: pp. 966-968; AMSCO: pp. 642-643; Yawp: Ch. 29.I, 30.I

Thursday – Reagan and Conservatism (*Topic: 9.2; Theme: PCE*)

Reading – Pageant: pp. 969-979; AMSCO: pp. 643-648; Yawp: Ch. 29.IV, 29.V, 29.VI, 29.VII, 29.VIII, 29.IX

Friday – The End of the Cold War (*Topic: 9.3; Theme: WOR*)

Reading – Pageant: pp. 979-986; AMSCO: pp. 648-653; Yawp: Ch. 29.X, 29.XI

Week 31 (4/6 – 4/10)

Monday – A Changing Economy (*Topic: 9.4; Theme: WXT*)

Reading – Pageant: pp. 989-998; AMSCO: pp. 653-659; Yawp: Ch. 30.II

Discussion Forum – Initial post due: *How have changes in markets, transportation, and technology affected American society from colonial times to the present day?* (WXT)

Tuesday – Migration and Immigration in the 1990s and 2000s (*Topic: 9.5; Theme: MIG*)

Reading – Pageant: pp. 1022-1033; AMSCO: pp. 659-660

Wednesday – Challenges of the 21st Century (*Topic: 9.6; Theme: WOR*)

Reading – Pageant: pp. 998-1022; AMSCO: pp. 661-672; Yawp: Ch. 30.III, 30.IV, 30.V, 30.VI, 30.VII, 30.VIII

Thursday-Friday – No School

Week 32 (4/20 – 4/24)

Monday – Causation in Period 9 (*Topic: 9.7*)

Reading – Pageant: pp. 1033-1034; Yawp: Ch. 30.IX

Assignment – Personal Progress Check; Zinn Ch. 21-25 (Seminar)

Discussion Forum – Replies due: *How have changes in markets, transportation, and technology affected American society from colonial times to the present day?* (WXT)

Tuesday – Unit 9 Exam

Assignment – Unit Vocabulary; Book Project B: Final Portfolio

Wednesday-Friday – Book Project Portfolio Seminar

Week 33 (4/27 – 5/1)

Monday-Friday – Exam Review

Week 34 (5/4 – 5/8)

Monday-Thursday – Exam Review

Friday – **AP Exam**

Week 35 (5/11 – 5/15)

Monday-Friday – Oral History Project Workday

Week 36 (5/18 – 5/22)

Monday-Friday – Oral History Project Workday

Week 37 (5/25 – 5/29)

Monday – No School

Tuesday-Thursday – Oral History Project Presentations

AP Access and Equity Policy Statement

The College Board and the Advanced Placement Program encourage teachers, AP Coordinators, and school administrators to make equitable access a guiding principle for their AP programs. The College Board is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs. All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

What are the classroom procedures?

1. Upon entering the classroom, you will: (a) place cell phone in the phone holder by the door; (b) be in your seat when the bell rings; (c) place homework in the In Basket and remove graded assignments from the Out Basket; (d) have materials ready for the day: pen, pencil, textbook, notebooks; (e) begin working on the warm-up assignment; copy questions and complete assignment.
2. When tardy, you will: (a) present a valid hall pass signed by an administrator or teacher OR (b) report to the Student Management Center (SMC) within 5 minutes; (c) remember that any missed assignments are your responsibility to complete within 3 days.
3. Electronic devices such as Chromebooks, laptops, and tablets may only be used in the classroom when given express permission from the teacher. Use at any other time is prohibited and grounds for disciplinary action. Students must follow UCPS acceptable use policies at all times.
4. When leaving and/or entering the classroom, you will: (a) receive a pass to enter the hallways; (b) sign the Sign In/Sign Out Sheet; (c) record and initial the Time In - failure to comply will result in the loss of pass privileges. When there is a need to sharpen a pencil, you will: (a) raise your hand and ask permission; (b) sharpen the pencil at the pencil sharpener on the table in the corner of the room.
5. When a school announcement is made, you will: (a) freeze; (b) listen to the announcement. When an emergency alert sounds, you will: (a) line up as quietly and quickly as possible; (b) follow the established route; (c) meet at the appropriate place for attendance to be taken and further instructions given.
6. When turning in work, you will: (a) use the following heading on all work - Name, Date, Period; (b) number the question(s); (c) copy the question(s); (d) answer in complete sentences (e) place assignment in the In Basket of the appropriate period; (f) remember that all work turned in must be in your own words. Plagiarism or any form of cheating will not be tolerated for any assignment. Consult your handbook for consequences. If you have a question about your work, ask, don't assume; (g) assignments will be returned to you via the Out Basket; (h) homework is due at the beginning bell of class – it will **not** be accepted late for any reason – please remember to refer to the syllabus and calendar for due dates.
7. When you are returning from an absence, you will: (a) present a note to the Attendance Counselor before entering classroom; (b) ask a classmate for the missing notes; (c) check for any missing handouts.
8. When you might miss a test, you will: (a) communicate with the teacher BEFORE the test; (b) schedule a make-up test – you have five days to make up a test (it is your responsibility to schedule any makeup work or tests). Only students whose absences have been cleared by the teacher in advance or are accompanied by a doctor's note will be able to make up a test.
9. When the class has ended, you will: (a) remain at your desks until dismissed – **the bell does not dismiss you**; (b) look around the room – always leave the class cleaner than when you arrived.

Advanced Placement courses are not for everyone, or not for all students in all subjects. Participation in AP courses means less time for other activities and courses. You should know that while many colleges offer advanced standing or credit for AP courses, others do not. The decision to take an Advanced Placement course should be based solely on what is best for the whole student, not on competition among students or a desire to have a flawless résumé. You will be challenged in this course more than any previous course.

As with any class in high school, there is only success when all three parties (students, parents/guardians, and teachers) work together for success. As a high school student and also a member of an Advanced Placement course, only you are responsible for your own actions and your attitude. A positive attitude will take you far in this class. I look forward to working with you this year in AP US History. I am available to answer your questions or to work one on one with you by appointment or during SMARTLunch sessions. Group Q&A sessions are highly encouraged as well. Together, I know that we can have a successful semester. Please remember that the keys to success are effort, enthusiasm, perseverance, respect, and responsibility. Please sign this syllabus and keep it in your notebook at all times.

Student Signature

Parent/Guardian Signature

Teacher Signature