



Advanced Placement United States History – APUSH

Contact Information:

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Course Title: AP United States History 2008-2009.

Course Description: This course is designed to provide a college-level experience and to prepare students for the AP exam. An emphasis is placed on interpreting documents, mastering a significant body of factual information, and writing critical essays. Topics include Transatlantic Encounters and Colonial North America, the American Era, the Early Republic, the Economic, Social, Political and Religious Transformation of Antebellum America, Territorial Expansion and Manifest Destiny; the Crisis of Union and the Civil War; Reconstruction and Origins of the New Progressivism; the Emergence of America as a World Power, the 1920s; the Great Depression and the New Deal; the Second World War (abroad and on the home front); The Cold War, the 1950s; the 1960s; Politics and Economics at the end of the 20th Century; Society and Culture at the end of the 20th Century; the Post Cold War World. This course fulfills the United States History graduation requirement.

Adopted Text: Brinkley, Alan. *American History: A Survey* (12th Edition). New York: McGraw Hill, 2006. Brinkley, Alan. *American History: A Survey Volumes I and II* (12th Edition). New York: McGraw Hill, 2006.

Supplemental Resources: Kennedy, David M., Cohen, Lizabeth, and Bailey, Thomas A. *The American Pageant* (13th Edition). Boston/New York: Houghton Mifflin Co., 2006. Shi, David E. and Mayer, Holly A. *For the Record: A Documentary History of America*. Bailey, Thomas and Kennedy, David M. *The American Spirit Volumes I and II*.

Teacher Resources: Spoehr, Luther and Franker, Alan. *Doing the DBQ*. George, Jason and Brown, Jerald. *AP Achiever*.

On-line Resources: www.apcentral.college.board.com
www.mhhe.com/brinkley12ap
www.digitalhistory.com
www.gilderlehrman.org
www.historyteacher.net

Prerequisites: There are no specific curricular prerequisites for students taking AP U.S. History; however, it is strongly recommended that Accelerated or AP World History be taken at the 10th grade level.

Summer Requirement: Students read Brinkley Chapter 1; identify and state the significance of the terms, then after this process of analysis create a Top Ten list for your Journal – in this you will synthesize your analysis and state how these terms helped in your understanding of Chapter 1 and its Learning Objectives.

College Preparation – College Credit – “Habits of Mind” and “College Readiness Skills”:

The Advanced Placement United States History (APUSH) curriculum provides an opportunity for students to be exposed to the critical thinking, reading and writing skills that are essential for success in college. Students will build intellectual perseverance through daily activities that challenge each student to value a strong work ethic, and sustain that effort through repeated practice. Students will be introduced to a variety of learning strategies that build their mega-cognitive abilities. These strategies will encourage students to reflect on their own and other students’ thought processes. The APUSH curriculum will also provide a rich content that will promote intellectual curiosity and through a process of inquiry/investigation foster a desire for knowledge. To prepare students for success in both their high school and college experiences, it is essential that students develop academic literacy skills that prepare them for college

Student Expectations (Participation): The APUSH course is meant to replicate a college-level introductory United States History Survey Course and thus give you the skills and knowledge for more specialized courses I American History. While there are an infinite variety of ways to present an APUSH course, there are certain things that everyone should get out of their course. These include an understanding of the chronological framework of American History, especially an understanding of how events and trends are related, rather than simply memorizing a collection of facts and dates. In addition, you should come out of an APUSH course with certain skills, including the ability to critically analyze both primary and secondary sources; to develop a thesis or argument and support it with concrete historical evidence and to understand the major interpretive frameworks that historians have used to explain the American past.

The College Board and the Educational Test Service, which administer the APUSH Exam, survey over 100 college and university instructors across the country to get a sense of what is being taught in introductory college US History survey courses. A Test Development committee, which consists of three college or university professors and three high school teachers, uses their information to create an examination that reflects the experience that most undergraduate students receive. It is administered in early May. The APUSH Exam is then scored by a group of nearly 1,000 AP high school teachers, and college and university professors who serve as AP Exam Readers. These teachers gather for a fun-filled, action-packed week in early June and receive training in how to score the exams and then spend the rest of the week reading and scoring your essays. Colleges and

universities then grant credits equivalent to that which is offered for their introductory US History survey course for those students who successfully complete the AP Exam (6 units). The AP Exam is scored on the following 5-point score, 5 is “extremely well-qualified”; 4 is “well-qualified”; 3 is “qualified”; 2 is “possibly qualified”; and 1 “no recommendation.” To have the designation of APUSH on your transcript and receive the weighted GPA you must take the APUSH Exam in May.

Homework Policy:

A myth has developed about the enormous work-load a student has in any AP level class, especially APUSH because of all the reading. This has to be qualified in that you do not have more work, but do have work that is at a higher level and makes you think and make connections. Instead of paraphrasing the textual reading, you will be expected to analyze what you read, and then synthesize your thoughts drawing conclusions about what you thought. Your work will always be typed in its final form and attached to your raw notes. Work is due the day after it is assigned, but in some instances a specific date will be set. I do not accept partial work, it must be complete. For each day late it drops by 10%. **The most difficult thing you will have to do in order to achieve success in this course and other AP level courses is to manage your time effectively. This will require you to re-prioritize your lives as you will need to spend at least 5 hours at home completing assignments. Also, your prioritizing of what you do with leisure school time comes into play.**

Assessments:

Students in APUSH will be allowed to re-take one Exam per 6 week grading period if they complete the following criteria:

- Inform their parents by having them sign a form of their current score and present a signed notification to the teacher
- Attend tutoring
- Complete an assessment content review study guide
- They will have one week in which to take the re-take

Assignment	% of grade	Examples
Summative and Formative Exams	80%	Chapter and Unit Exams All formal writing assignments: <ul style="list-style-type: none"> • Take home essays • Timed in class essays
Class and Home work	20%	Topical Id's/Significance Top tens Lecture Notes + in note quizzes
Final Semester Exam	20% of 80%	Teacher-made Semester Final

Grade Breakdown:

Your grade in APUSH is adjusted down from the traditional percentage format: 90% = A – 80% = B and so on. The Multiple Choice Exam (MCE) is scored in the following manner:

- Number of correct answers (? Out of 80)
- Minus $\frac{1}{4}$ X incorrect answers (guessed answers) (1.25 for each incorrect answer)
- That will be your raw score on the MCE

Free Response Section:

- DBQ score X 4 = your raw score
- FRE #1 score X 2.44 = your raw score
- FRE#2 score X 2.44 = your raw score

Composite Scoring Range:

1. 0-48 pts. = 0-26% 2. 49-73 pts. = 27-40% 3. 74-90 pts. = 41-50%
4. 91-113 = 51-63% 5. 114-180 = 64-100%

This means that 50% which is usually failing is now passing by 10%. With this in mind the following will be the academic grade scale for APUSH:

- 83-100% = A
- 70-82% = B
- 55-69% = C
- 40-54% = D
- 0-39% = Failure

Semester 1 – APUSH Course Pacing Calendar:

7/27/09	Collect Summer Assignment C1 – Meeting of Cultures C2 Transplantations & Borderlands <ul style="list-style-type: none">• Arrival of the English• Early Failures• Chesapeake• New England• Borderlands/Middle Grounds• Evolution of the British Empire - Mercantilism	p. 33 Formal Writing Assignment: Compare/Contrast Chesapeake & New England Colonies
8/03/09	C3 Society and Culture in Provincial America <ul style="list-style-type: none">• Population Demographics• Origin of Slavery• Colonial Economies• Patterns of Society: North and South• Great Awakening• Enlightenment	p. 65 Formal Writing Assignment: DBQ – Compare Chesapeake and New England re. motive for settlement/makeup of colonists/governing schemes developed
8/10/09	C4 Empire in Transition <ul style="list-style-type: none">• Glorious Revolution & the loosening of ties• Salutary Neglect• French & Indian War – its impact on the British	p. 101 *8/14/09 -Summative Exam Chapters 1-4

	Empire <ul style="list-style-type: none"> • New Imperialism • Stirrings of Revolt • Lexington & Concord – Shot Heard Around the World 	
8/17/09	C5 The American Revolution <ul style="list-style-type: none"> • Colonies – decision on Independence • No Taxation w/out Representation • The War for Independence • Weaknesses and Strengths – both sides • War & Society • The Articles of Confederation & search for a new national gov't • Impact of Shay's Rebellion 	p. 127 Document Analysis: <ul style="list-style-type: none"> • <i>Common Sense</i> • <i>Declaration of Independence</i> *8/21/09 - Summative Exam Chapter 5 DBQ – <i>The Articles of Confederation provided an effect form of governance.</i>
8/24/09	C6 The Constitution & New Republic <ul style="list-style-type: none"> • Framing a new gov't • The Great Compromise • Hamilton v Jefferson • Bill of Rights • Federalists and Republicans • The Collapse of the Federalists • The Revolution of 1800 	p. 159 Document Analysis: Bill of Rights – necessary or unnecessary? DBQ – Debate the Alien and Sedition Acts of 1789. Summative Exam Chapter 6
8/31/09	C7 – Jeffersonian Era <ul style="list-style-type: none"> • Rise of Cultural Nationalism • Second Great Awakening • Infant Industrialism • President Jefferson • Doubling the National Domain – Louisiana Purchase • Napoleonic Wars/Embargo/the Tribes • Unsuccessful Embargo • War of 1812 – Madison's War 	p. 181 : <i>Marbury v Madison</i> (judicial review) John Marshal
9/04/09	1 st Progress Reports	
9/07/09 9/08/09	Legal Holiday – Labor Day C8 American Nationalism <ul style="list-style-type: none"> • Growing Economy • Expanding Westward • “Era of Good Feelings – President Monroe • No Political Opposition • Sectionalism v Nationalism – Missouri Compromise • The Corrupt Bargain – President JQ Adams 	p. 215 *9/11/09 - Summative Exam Chapter 7/8 Document Analysis
9/14/09	C9 Jacksonian America <ul style="list-style-type: none"> • The Rise of Mass Politics 	p. 233 *9/18/09 – Summative Exam – Chapter

	<ul style="list-style-type: none"> • Calhoun and Nullification • Tariff of Abominations • Jackson – Trail of Tears • Jackson’s War on the US Bank • Two Party System returns • President Van Buren • Panic of 1837 	9 DBQ – Jacksonians – Guardians of Liberty, Constitution, and equality in economic opportunity
9/26/09-10/11/09	Intercession C10 America/Economic Revolution C11 Cotton, Slavery – Old South (bonus) ***Bonus Work	p. 259 p. 293
10/12/09 10/14/09 PSAT/COPS	C12 Antebellum Culture & Reform <ul style="list-style-type: none"> • Literature & Arts – Romantic Impulse • Reform: Revivalism, Temperance, & Education • Crusade against Slavery 	p. 315 Possible DBQ – Women lead Reform Movement
10/26/09	C13 Impending Crisis <ul style="list-style-type: none"> • Manifest Destiny/Mexican War • Sectional Debate/1850 Compromise • Kansas to Lincoln 	p.339 DBQ – 1850s Constitution had gone from unifying instrument to a divisive one. *10/30/09 – Summative Exam Chapters 10/12/13
10/30/09	2 nd Progress Report	
11/02/09	C14 Civil War <ul style="list-style-type: none"> • Secession Crisis • Causes + Mobilization • Course of Battle • Gettysburg – turning point • Impact of North’s victory 	p. 367 FRE – Analyzing the differences/similarities – North and South. DBQ – Crittenden Compromise failure. Choose between these two.
11/11/09	Legal Holiday – Veterans Day	
11/12/09	C15 Reconstruction of the South <ul style="list-style-type: none"> • Problems of Peace • Radical Reconstruction • The South during Reconstruction • Grant – Scandals • The Compromise of 1877 and the New South 	p. 401 *11/20/09 – Summative Exam – Chapters 14/15
11/23/09	C16 Conquest of the West <ul style="list-style-type: none"> • Tribal Societies • Other societies West • Changing Western Economy • The Myth of the Cowboy • Warfare & Tribal Dispersal (Dawes Act) • Rise and Fall of the farmer 	p. 433 *12/04/09 – Summative Exam – Chapter 16 FRE – on the Settlement of the West – effect of environment or other factors?
11/26/09-11/27/09	Legal Holiday - Thanksgiving	

12/07/09	C17 Industrial Supremacy <ul style="list-style-type: none"> • Causes of Industrial Rev in the US • Industrial Titans consolidate • Critics of unbridled Capitalism • The Industrial worker – their unions 	p. 463
12/14/09	C18 The Age of the City <ul style="list-style-type: none"> • Urbanization of America • The Urban Landscape • Strains on Urban Life – environmental degradation • Rise of Mass Consumption • Leisure/Consumerism • High Culture - City 	p.489
12/19/09-1/10/10	Christmas Winter Break C19 From Stalemate to Crisis <ul style="list-style-type: none"> • Politics of Patronage • Agrarian Revolt • “The Cross of Gold” 	p. 521 DBQ/FRE US Gov’t & <i>Laissez Faire</i> .

Semester 2 – Course Pacing Calendar:

1/11/10 –	C19 From Stalemate to Crisis <ul style="list-style-type: none"> • Politics of Patronage • Agrarian Revolt “The Cross of Gold”	P. 521 *1/15/10 – Summative Exam – Chapters 17/18/19
1/18/10	Legal Holiday - MLK	
1/19/10	C20 The Imperial Republic <ul style="list-style-type: none"> • Background to US Imperialism • War/Spain • The Republic as an Empire 	P. 543 DBQ – New Imperialism – an extension of Manifest Destiny or departure from – “two what degree?”
1/25/10	C21 Rise of Progressivism <ul style="list-style-type: none"> • The Progressive Impulse • Women in Reform • Sources of Progressive Reform • Crusade for Social Reform • Challenging the Capitalist Order 	P. 565 Possible FRE – Booker T Washington & WEB DuBois.
2/1/10	C22 Battle for National Reform <ul style="list-style-type: none"> • Theodore Roosevelt • William H Taft – troubled succession • Woodrow Wilson • Diplomacy TR’s Big Stick – Taft’s Dollar - & Wilson’s Missionary 	P. 593 *2/05/10 – Summative Exam – Chapters 20/21/22
2/01/10	C23 America and the Great War <ul style="list-style-type: none"> • Europe’s War • What caused the US to change its neutral mind? • WWI and American Society 	p. 613 DBQ/FRE – Treaty of Versailles – Wilson stubborn – or – other forces (Senate Republicans too powerful)?

	<ul style="list-style-type: none"> • Wilson’s New World Order • 14 Points and the League of Nations • Senate rejects the treaty • Postwar 20s turmoil 	
2/08/09 2/16/10	C24 Roaring Twenties – “New Era: <ul style="list-style-type: none"> • New Economy • New Culture • A Conflict of Cultures • Republican Gov’t 	P. 641 DBQ/ - Prohibition a success? FRE – Immigration restriction? *2/19/10 – Summative Exam – Chapters 23/24
2/12/10	Friday - Legal Holiday - Lincoln	
2/15/10	Monday - Legal Holiday - Washington	
2/22/10	C25 The Great Depression <ul style="list-style-type: none"> • The Causes of the Great Depression • The Human Side – hardships • Effect on Cultures • President Hoover • 1932 FDR wins 	P. 667
3/01/10	C266 The New Deal <ul style="list-style-type: none"> • The First New Deal • The Only Thing to Fear • Critics of the New Deal • 1936 Second New Deal • Legacies 	P.693
3/15/10 3/16/17/10 CHASEE testing	C27 Global Crisis 1921-1941 <ul style="list-style-type: none"> • 1920s New Era Diplomacy • Arms Reduction and Kellogg-Briand • Isolationism & Appeasement • Japan moves into Manchuria • War/Europe – US Neutrality Acts • Munich Pact – failure of Appeasement • Cash and Carry – moving toward Intervention • Pearl Harbor 	P719 FRE/DBQ – Truman’s Decision to Drop the Atomic Bomb.
3/20/10-4/04/10	Intercession/Easter	
Intercession assignment 3/20/10-4/04/10	C28 America WWII <ul style="list-style-type: none"> • Two Fronts • The Home Front • Defeating the Axis • War in the Pacific • Atomic Warfare 	P. 739
4/05/10	C29 The Cold War <ul style="list-style-type: none"> • Origin • Collapse of Peace • American Society and Politics – postwar 	P. 767 *4/05/10 – Summative Exam – Chapters 25-28 FRE – Was Containment a success?

	<ul style="list-style-type: none"> • Korean War • McCarthy – internal subversion 	
4/12/10	C30 The Affluent Society <ul style="list-style-type: none"> • Economic Miracle • Explosion o of Science and Technology • Sputnik – the race for space • People of Plenty • The Other America • Rise of Civil Rights • Ike & Dulles – Massive Retaliation 	p.789 *4/16/10 – Summative Exam – Chapters 29/30
4/19/10 4/20/21/22/23 CST testing	C31 The Story 60s – Civil Rights/Vietnam/Political Liberalism <ul style="list-style-type: none"> • John Kennedy • Battle for Racial Equality • Flexible Response • Vietnam Quagmire • Assassination and LBJ’s Escalation • The Traumas of 1968 	p. 821 FRE – Assess – 1968 as turning point in US History.
4/26/10	C32 Crisis of Authority <ul style="list-style-type: none"> • The Youth Culture • The New Feminism • Environmentalism • Nixon/Kissinger and Vietnam • Kissinger’s Multi-Polar World • Politics and Economy under Nixon • The Watergate Crisis 	p. 851 ****Saturday: 5/01/10 – 31/2 Hour Mock APUSH Exam!
5/03/10	C33 Age of Limits to the Age of Reagan <ul style="list-style-type: none"> • Politics/Diplomacy under Ford and Carter • The Rise of the New American Right • “Reagan Revolution” • American wins the Cold War 	P. 885 *****Friday: 5/07/10 APUSH Exam!
5/10/10 –	JFK Assassination – Analysis and Power Point - bonus	
5/17/10		
5/24/10		
5/31/10		
6/01/10	Finals Week - grades	