



**Advanced Placement United States History Syllabus {APUSH}  
CHS Social Studies Department**

Parents may contact me by phone, email, or scheduling an appointment to visit with me at CHS.

**Mrs. Barbara Coulter**  
(740) 702-2287 extension: 16256

[barbara.coulter@ccsd.us](mailto:barbara.coulter@ccsd.us)  
Online: [Chillicothe High School](#)

Teacher Contact and Course Information:

- **Google Classroom Code:** man4uz0
- **Google Calendar:** students can locate this link on Google Classroom (If you need an invite or are a parent, please email me and I will add you to the class calendar)
- **REMIND:** @apusher19 to 81010
  - If you have trouble with 81010: try texting @apushr1819 to (440) 328-4562.
  - Parents are also encouraged to join REMIND.
  - Signing up via email is also an option:

Send an email to: [apushr1819@mail.remind.com](mailto:apushr1819@mail.remind.com)

Please join **REMIND** and follow our Google Calendar to know when assignments are due or an assessment will be given.

**CCSD Vision Statement:** The Chillicothe City School District will provide tomorrow's leaders with a high quality education by developing high expectations and positive personal relationships among students, staff, and community members.

**CCSD Mission Statement:** The Chillicothe City School District empowers students to learn, to lead, and to serve.

**Course Description and Prerequisites from Course Handbook:**

**AP United States History – 243**

**State Course #:** 150810

Prerequisites: "B" average – no grade lower than a B in ANY high school Language Arts or Social Studies course. Incoming freshmen students must have recommendations from their 8<sup>th</sup> grade Social Studies and Language Arts Instructors [one each]. Students must complete and submit a written application as part of the placement process. (This application is available in the Guidance Dept. as well as the course instructor and 8<sup>th</sup> grade instructors). Once accepted into this AP course, each student will sign a written contract that signifies acceptance of course requirements and responsibilities as well as complete an Honor Code with parents.

Elective Course

Grade: 9-12

Weighted Grade

Credit: 1

Course Description:

AP United States History is a chronological study of United States History: course content begins in 1491 and concludes with present day US events: coursework focus is on preparation for the Advanced Placement exam in May. Successful completion of this course serves as a replacement for United History [State Course #150810/CHS Course #207]: students enrolled in APUSH will complete the AIR US History Exam in the Spring. AP United States History is an Advanced Placement level course – [that means it is taught at the collegiate level: grades will be calculated on a 5 scale]. AP United States History will focus on Historical Thinking Skills as identified by the CollegeBoard: chronological reasoning, comparison, contextualization, causation, and crafting historical arguments from historical evidence. Each unit will build on a thematic approach with the AP United States History identified themes of Identity; Work, Exchange, and Technology; Migrations; Politics and Power; America in the World; Environment and Geography; Ideas, Beliefs, and Culture.

Students are expected to take and pay for the AP exam. If the student fails to take the exam, a 4.5 point grading scale will be applied to the course. The course is designed to prepare students to perform well on the examination. A student who earns a 3 or above on the exam will be granted college credit at most colleges and universities throughout the United States.

There will be summer work assigned for this course: please make sure to check in with the instructor prior to summer dismissal **and also refer to the expectations for summer work found in the Student Course Handbook on page 20**. Any summer assignments not completed by the first day of class will be entered in Progress Book as an "F." The student will still be expected to complete the course.

### The Test:

There are 55 stimulus-based multiple-choice questions that utilize excerpts, images: art, political cartoons, maps, and data and it is imperative for students to learn to analyze quickly and discern the important components to aid them in answering the questions posed.. Students will practice these types of responses throughout the course.

### Exam Format

#### Section I: Part A

Multiple Choice—55 Questions | 55 Minutes | 40% of Exam Score

- Questions appear in sets of 2 to 5.
- Students analyze historical texts, interpretations, and evidence.
- Primary and secondary sources, images, graphs, and maps are included.

#### Section I: Part B

Short Answer—3 Questions | 40 Minutes | 20% of Exam Score

- Analyze historians' interpretations,

historical sources, and propositions about history.

- Questions provide opportunities for students to demonstrate what they know best.
- Some questions include texts, images, graphs, or maps.
- Students will be choose between two options for the final required short-answer question, each one focusing on a different time period.
  - Question 1 (**required**): periods 3-8
  - Question 2 (**required**): periods 3-8
  - Students choose between Question 3, periods 1-5, and

Question 4, periods 6-9

**Section II: Part A**

Document Based—1 Question | 60 Minutes  
(includes 15-minute reading period) | 25% of Exam Score

- Assess written, quantitative, or visual materials as historical evidence.
- Develop an argument supported by an analysis of historical evidence.

**Section II: Part B**

Long Essay—1 Question | 40 Minutes | 15% of Exam Score

- Explain and analyze significant issues in U.S. history.

- Develop an argument supported by an analysis of historical evidence.
- Updates for 2017-18: Five minutes have been added to the time allotted for the long essay. The question choices will continue to focus on the same theme and skill but will now allow students to select among three options, each focusing on a different range of time periods:
  - Option 1: Periods 1 - 3
  - Option 2: periods 4 - 6
  - Option 3: Periods 7 - 9

**Learning Targets:** Defined below for clarity are the Unit Titles, Big Ideas of every Unit taught during this course, and the Essential Questions to be answered to better understand the Big Ideas.

**Abbreviations utilized throughout the Big Ideas and Essential Questions**

- **CCOT:** Change and Continuity over time
- **C/E:** Cause and Effect
- **C/C:** Compare and Contrast
- **HTTE:** History through their eyes

**1st Quarter**

**Intro 1: Learning to Read, Think, and write like an Historian.**

- ★ **Big Idea #1: I can understand and apply the skills of Thinking, Reading, and Writing Like an Historian.**
  - **Essential Question #1:** What are Historical Thinking and Critical Thinking Skills and how will we utilize them in this course?
  - **Essential Question #2:** What are credible sources for studying history?
  - **Essential Question #3:** What are the writing and analysis strategies that will aid my success in APUSH?
  - **Essential Question #4:** What are the themes of APUSH and how can I apply these to content and concepts of the course.
  - **Essential Question #5:** What is history and where should the US begin to tell its story?
- ★ **Big Idea #2: I can identify and analyze how migrations changed the Americas** {C/E, CCOT, C/C, HTTE}
  - **Essential Question #1:** What groups of peoples lived in the Americas before 1491 and where did they reside?
  - **Essential Question #2:** How did the Columbian Exchange influence lives/interactions in the Americas, Europe, and Africa? (Political, Economic, Social, Environmental, and Demographic)
  - **Essential Question #4:** What technological and economic changes had to develop to create an organized methodology for international trade?
  - **Essential Question #3:** How did cultural exchanges challenge the identities and value

systems of people in/of Americas, Europe, and Africa? {1607-1754}

## Unit 2: European migrations changed the Americas {1491 – 1607} {1607-1754}

- ★ **Big Idea #1: I can identify and describe the causes and effects of the different European groups that created mini-European areas, during the colonization of the Americas** (specifically North America) {C/E, C/C, CCOT}
  - **Essential Question #1:** What were the causes and effects of the creation and development of distinct Spanish, French, and Dutch colonial regions in North America?
  - **Essential Question #2:** How did relations between the colonial groups/native groups change over time?
  - **Essential Question #3:** What are the causes/effects of the differences between the New England, Middle, and Southern Colonial settlements of the English.
- ★ **Big Idea #2: I can analyze the CCOT between the British and the American colonists** {C/E, CCOT}
  - **Essential Question #1:** What issues arose that created a sense of connection for the (British) colonists?
  - **Essential Question #2:** What are the causes/effects of the need to import workers?
  - **Essential Question #3:** How did the changing norms, (religious ideologies, Enlightenment beliefs, and republican perspectives) transported across the Atlantic World exchanges, lead to a shift in ideas and beliefs that shaped colonial identity, politics, culture, and society?

## Unit 3: The Road to Independence: colonists fight for GB and against France; and then they fight against GB with France {1754 – 1800}

- ★ **Big Idea #1: I can identify the CCOT of the relationships between the French, British, and Native Americans.** {CCOT, C/E}
  - **Essential Question #1:** How did the French and Indian War affect the Native American population and interactions between Britain and the colonists?
  - **Essential Question #2:** How did the concept of “American Identity” and “democratic ideals” emerge and shape the movement for independence?
- ★ **Big Idea #2: I can analyze the causes and effects of the American Revolution.** {C/E, CCOT}
  - **Essential Question #1:** What Enlightenment ideals/writers sparked the colonists’ belief in self-government?
  - **Essential Question #2:** What were the causes and effects of “American” Declaration of Independence?
  - **Essential Question #3:** Why and how did the rebels/colonists win the war for independence?
  - **Essential Question #4:** What steps did the rebel colonists take to establish a government?
  - **Essential Question #5:** What roles did women have in the quest for independence and the formulation of the new country/government?
- ★ **Big Idea #3: I can identify and describe the processes used to establish the United States and its government.** {C/E, C/C}
  - **Essential Question #1:** Why did the Articles of Confederation need to be rewritten?
  - **Essential Question #2:** What were the different arguments identified by the Federalists and the Anti-Federalists?
  - **Essential Question #3:** What are the responsibilities of the government and how are they

identified?

- **Essential Question #4:** What are guarantees of the Bill of Rights?
- **Essential Question #5:** What were the similarities and differences in Jefferson and Hamilton's goals/plans for the new nation?
- **Essential Question #6:** How did the new independence in the United States influence other countries (Haiti, Latin American colonies, France)?
- \* **Big Idea #4: I can identify the migrations within North America and their impact as competition over resources, boundaries, and trade intensified conflicts among people and nations. {CCOT}**
  - **Essential Question #1:** What were the causes and effects of increased competition for resources, shifting alliances, and cultural blending following American independence?
  - **Essential Question #2:** What were the effects of British, French, and Spanish colonial powers remaining in North America following American independence?

#### **Unit 4: Establishing a New Country: the US needs political, economic, and 2nd Quarter social guidelines {1800 – 1848}**

- \* **Big Idea #1: {C/E, CCOT} I can describe the steps toward modern democracy and the new national culture that developed while Americans defined their democratic ideals and change their society and institutions to match.**
  - **Essential Question #1:** How did the United States transition into a participatory democracy?
  - **Essential Question #2:** What were the causes and effects of the development of an American culture? What groups created distinctive cultures?
  - **Essential Question #3:** How did the Second Great Awakening and Economic opportunities influence political, economic, and social changes and continuities?
- \* **Big Idea #2: I can analyze the importance of innovations in technologies, agriculture, and commerce {C/E, CCOT}**
  - **Essential Question #1:** What new transportation systems and technologies developed and how did these influence manufacturing and agricultural production?
  - **Essential Question #2:** How did the changes identified in EQ1 influence/affect U.S. society, worker's lives, and gender and family issues?
  - **Essential Question #3:** How did geography and developments in transportation affect migration, the economy, and other opportunities for the development of differing regions of North America and help unify the nation?
- \* **Big Idea #3: I can explain US interest in increasing foreign trade and expanding its national borders and identify how these shaped foreign policy and influenced government and private initiatives. {CCOT}**
  - **Essential Question #1:** Identify how the United States created a global presence and claimed/conquered lands in North America.
  - **Essential Question #2:** How did the continued internal migrations and external immigration, and acquisition of new lands in the West increase tensions over the extension of slavery.
  - **Essential Question #4:** How did the new nation change between the War of 1812 and 1840? Political/Economic/Social/Boundaries?
  - **Essential Question #5:** How did Andrew Jackson influence the political, economic, and social aspects of the US

#### **Unit 5: Slavery and Reforms became a divisive set of issues {1848 – 1877}**

- ★ **Big Idea #1: I can examine the Changes and Continuities Over Time as the US became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and the causes and effects of the US as a destination for migrants. {C/E, CCOT}**
  - **Essential Question #1:** What are the causes and effects of expansionism?
  - **Essential Question #2:** What were the debates over rights and citizenship; and for which groups of U.S. inhabitants in the 1840s and 1850s?
  - **Essential Question #3:** What were the ideological and economic differences over slavery and how did these create sectionalism between the North and South? Were there other causes for this sectionalism?
  - **Essential Question #4:** How successful were reform movements of the abolition era?
  - **Essential Question #5:** What were the causes and effects of the debates over slavery and how did these debates influence the election of 1860?
  - **Essential Question #6:** How did the election of 1860 lead to the secession of Southern states?
- ★ **Big Idea #2: I can identify and analyze how the Union victory in the Civil War and contested reconstruction policies in the South settled issues over slavery and secession; and the unresolved questions about the power of the federal government and citizenship rights. {C/E, CCOT}**
  - **Essential Question #1:** How did the North win the Civil War?
  - **Essential Question #2:** What were the reconstruction plans that restructured life in the South?
  - **Essential Question #3:** How did debates change following the North's victory: regarding the rights of African Americans, women, and other minorities?
  - **Essential Question #4:** What Continuities in political, economic, and social policies remained after the Civil War?

- Mid Year Course Exam **January 2020**

**3rd Quarter**

#### **Unit 6: It's time to get progressive and grow the nation... {1865 – 1898}**

- ★ **Big Idea #1: I can describe the causes and effects of technological advances, large-scale production methods, and the opening of new markets and encouraged the rise of industrial capitalism in the United States. {1848 – 1917} {C/E, CCOT, HTTE}**
  - **Essential Question #1:** What were the causes and effects of large-scale industrial production?
  - **Essential Question #2:** What were the varieties of economic and labor theories that developed in this period and what were the effects of these new ideologies?
  - **Essential Question #3:** How did new systems of production and transportation impact agriculture and how did the farmers respond to these changes?
- ★ **Big Idea #2: I can identify and explain the attitudes and effects of the people who conquered the Continent in the late 19<sup>th</sup> Century. {C/E, CCOT}**
  - **Essential Question #1:** Illustrate how international and internal migrations increased urban populations and fostered a new urban culture.
  - **Essential Question #2:** What were the causes and effects for/of large numbers of migrants claiming land in the West?
  - **Essential Question #3:** How did migration to the West and debates over political values shape the growth of racial and ethnic identities and lead to conflicts over assimilation and distinctiveness?

- **Essential Question #4:** How did changes in transportation and technology, along with the integration of the U.S economy into worldwide economic, labor, and migration systems, influence U.S. Society?
- \* **Big Idea #3: I can identify and apply how the Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.** {C/E, CCOT, C/C, HTTE}
- **Essential Question #1: What new cultural and intellectual movements developed as the Gilded Age?**
- **Essential Question #2:** Identify the dramatic social changes of the era and analyze the importance of the political debates over citizenship, corruption, and the proper relationship between business and government.
- \* **Big Idea #4: I can delineate the social, economic, and political challenges of Urbanization.** {C/E, CCOT, C/C}
- **Essential Question #1:** How were philosophical, moral, and scientific ideas used to defend and challenge the dominant economic and social order?
- **Essential Question #2:** How and why did new labor systems develop, and how did industrialization shape U.S. society and workers' lives?
- **Essential Question #3:** What were significant similarities and differences among reformers who advocated changes to the economic, political, and social system of the New South? How do their beliefs, strategies, and level of success compare? Compare these to the Western and Northern regions of the US.
- **Essential Question #4:** Compare/Contrast the political, economic, and social aspects of the Market Revolution (early 1800s) and Industrial Revolution (post Reconstruction into the early 20<sup>th</sup> Century).

#### **Unit 7A: The United States builds on conflict and consumerism; experiences economic and environmental collapse; and turn to volatile interventions {1890 – 1945}**

- \* **Big Idea #1: I can examine the causes and effects in economic and social transitions.** {C/E, CCOT}
- **Essential Question #1:** What are the causes and effects of transitioning from rural, agricultural economies to urban, industrial economies?
- **Essential Question #2:** How did Progressives react to the transition to urban, industrial economies and social issues and corruption?
- **Essential Question #3:** How did the Progressives create change in the late 19<sup>th</sup> Century?
- **Essential Question #4:** Describe the reactions of policy makers in the 1930s when it came to dealing with mass unemployment and social upheavals and their role in creating the ideas/foundation of modern American liberalism.
- \* **Big Idea #2: I can examine and describe the changes and continuities of US society in regard to the role of communication and technology influences on mass culture; and their relationship to internal and international migration patterns** {C/E}
- **Essential Question #1:** How did popular culture influence US society; and how did debates increase over the effect of culture on public values, morals, and American national identity?
- **Essential Question #2:** How did economic pressures, global events, and political developments cause shifts in international and internal migrations?
- \* **Big Idea #3: I can illustrate the causes and effects and changes and continuities over time of the global conflicts.** {C/E, CCOT}

- **Essential Question #1:** What are the causes and effects of the US territorial ambitions and acquisitions in the Western Hemisphere and the Pacific; and how did these increase public debates over America's role in the world in the late 19<sup>th</sup> and early 20<sup>th</sup> C?
- **Essential Question #2:** How did WW1 and its aftermath intensify ongoing debate about America's role in the world, national security, and pursuit of American interests?
- **Essential Question #3:** Describe the transformation in American society that US participation in WWII created.
- **Essential Question #4:** What changes (global, political and military leadership) happened due to US participation and victory in WW2?

### **Unit 7B: The United States builds on conflict and consumerism; experiences economic and environmental collapse; and turns to volatile interventions {1890 – 1945}**

- ★ **Big Idea #1: I can examine the causes and effects in economic and social transitions.** {C/E, CCOT}
  - **Essential Question #1:** What are the causes and effects of transitioning from rural, agricultural economies to urban, industrial economies?
  - **Essential Question #2:** How did Progressives react to the transition to urban, industrial economies and social issues and corruption?
  - **Essential Question #3:** How did the Progressives create change in the late 19<sup>th</sup> and early 20<sup>th</sup> Centuries?
  - **Essential Question #4:** Describe the reactions of policy makers in the 1930s when it came to dealing with mass unemployment and social upheavals and their role in creating the ideas/foundation of modern American liberalism.
- ★ **Big Idea #2: I can examine and describe the changes and continuities of US society in regard to the role of communication and technology and their influences on mass culture; and the relationship to internal and international migration patterns** {C/E}
  - **Essential Question #1:** How did popular culture influence US society; and how did debates increase over the effect of culture on public values, morals, and American national identity?
  - **Essential Question #2:** How did economic pressures, global events, and political developments cause shifts in international and internal migrations?
- ★ **Big Idea #3: I can illustrate the causes and effects and changes and continuities over time of the global conflicts.** {C/E, CCOT}
  - **Essential Question #1:** What are the causes and effects of the US territorial ambitions and acquisitions in the Western Hemisphere and the Pacific; and how did these increase public debates over America's role in the world in the late 19<sup>th</sup> and early 20<sup>th</sup> Centuries?
  - **Essential Question #2:** How did WW1 and its aftermath intensify ongoing debate about America's role in the world, national security, and pursuit of American interests?
  - **Essential Question #3:** Describe the transformation in American society that US participation in WWII created.
  - **Essential Question #4:** What changes (global, political and military leadership) happened due to US participation and victory in WW2?

### **Unit 8: The US expands its presence in the World as a Global Superpower {1945 – 1980}**

- ★ **Big Idea #1: I can critique and explain how The Cold War leads to international and domestic challenges & changes for Americans** {C/E, HTTE, and CCOT}.
  - **Essential Question #1:** What were the Origins of the Cold War and goals of US

- policymakers regarding post-war America and the world?
- **Essential Question #2:** Identify US Cold War policies that led to public debates over the power of the federal government and acceptable means for pursuing international and domestic goals while protecting civil liberties.
    - What are the Causes and Effects, (and CCOT) of post-war political and social reforms in the USA? \*\*{1950s, 1960s, 1970s}
  - **Essential Question #3:** What were the causes and effects of the economic and demographic changes after WWII? \*\*{1950s, 1960s, 1970s}
- \* **Big Idea #2: I can analyze the Civil Rights Movements that occurred from 1945 – 1980.** {C/E, CCOT}
- **Essential Question #1:** What were the origins of the Civil Rights Movement?
  - **Essential Question #2:** What were the causes and effects of civil liberty debates and the changes in American national identity after WWII \*(1945-1981+)?
  - **Essential Question #3:** How did the goals, strategies, and support of the movement for civil rights change over time? {CCOT} For the following groups: African Americans, LGBT, Native Americans, and Women
  - **Essential Question #4:** How did the US Civil Rights Movements change American politics and society?
- \* **Big Idea #3: I can examine postwar economic and demographic changes; and identify their influences on American society, politics, and culture. {1945 - 1980}** {C/E, CCOT}
- **Essential Question #1:** How did rapid economic and social changes influence American society and its sense of optimism in the postwar years?
  - **Essential Question #2:** What were the causes and effects of new demographic and social developments, and anxieties during the Cold War?
  - **Essential Question #3:** What were the political, economic, and social challenges and changes of the cold war era?

#### **Unit 9: America developed a “New Conservatism” and ended the Cold War (or did it?) {1980 to Present}**

- \* **Big Idea #1: I can examine and identify the conservative movement’s achievements and policy goals during the 1980s and these influences in subsequent decades** {CCOT, C/E}
- **Essential Question #1:** Why did conservatism rise into the 1980s and how did it change the federal government’s role in the nation’s political, economic, social, and environmental affairs?
    - o (What is Conservatism as it relates to government?)
  - **Essential Question #2:** How have debates over civil rights, immigration, technology, the economy, and the environment influenced U.S. politics and culture and shaped conceptions of U.S. national identity in the late 20th Century?
- \* **Big Idea #2: I can examine and identify the significant technological, economic, and demographic changes of the early 21<sup>st</sup> Century.** {CCOT}
- **Essential Question #1:** How did developments in science and technology enhance the economy and transform society, while manufacturing decreased,
  - **Essential Question #2:** What were the cultural and political causes and effects of demographic shifts?
- \* **Big Idea #3: I can examine the end of the Cold War and identify challenges that forced**

**the nation to redefine its foreign policy and role in the world.**

- **Essential Question #1:** What challenges has the US faced, post Cold War, and how has the government redefined foreign policy and the US role in the world due to the end of the Cold War?
- **Essential Question #2:** What are the causes and effects of US foreign policy changes post September 11, 2001?
- \* **Big Idea #4: I can predict the influences today's decision will have on the future {C/E, C/C}**
- **Essential Question #1:** What factors have led to increasing globalization, and how has this increase influenced U.S. society?
- **Essential Question #2:** Identify some of the innovations in technology that make our lives vastly different from those of the earliest settlers to the U.S.
- **Essential Question #3:** Which APUSH themes are most prevalent in today's world? Provide evidence of these CCOT.

**4th Quarter**

**Completion of Unit 9 Big Ideas and Essential Questions**

**Mock Exam** – this is a required assignment/activity: all students will complete a practice exam outside of class time in early April (after school or a Saturday/Sunday: the date will be announced in early January)

**Unit 10: It's TIME to review**

- \* **Big Idea #1: I can analyze the results of a full-length APUSH exam and establish a learning plan for review.**
  - Essential Question #1: What were your strengths (periodization, HTS, writing)
  - Essential Question #2: What were your weaknesses (periodization, HTS, writing)
  - Essential Question #3: What strategies have you utilized throughout the course that have worked to prepare for tests? What strategies will you use and how much time will you commit to your success? Will you go solo or work with a learning team?
- \* **Big Idea #2: I can create and complete a review plan for preparation for the national exam.**

**Unit 11: Independent Research, Project Based Instruction**

**Big Idea #1: I can select, research, and present an historic topic**

- Essential Question #1: What are the important facts of the periodization that you researched?
- Essential Question #2: What are the Political, Economic, and Social events of the periodization that you researched?
- Essential Question #3: How can you present this information in a way that convinces others that it is THE MOST IMPORTANT ERA in US History?

**Student choices include:** Decades Project, History through Hollywood, History through Literature, History through Songs or student interest/proposed...

- END OF COURSE EXAM the mock exam, in early April, will count for your EOC: no spring final exam will be required (in May) after the American History EOC/AIR and the CollegeBoard Advanced Placement Exam.

**APUSH Exam: Friday, May 10<sup>th</sup> A.M.**

**Course Materials:**

Google Chromebook

Textbook:

**United States History: Preparing for the Advanced Placement Exam.** AMSCO. 2018.

**Supplemental Textbook(s):** students are encouraged to locate a prep book that suits their learning style and to utilize it throughout the year, or review flashcards (many former APUSHers have these that you may be able to borrow and purchase from them at a reduced cost). The best way to select one of these is to spend some time in a book store looking through the different styles/publisher's options.

Electronic Resources:

**The Unfinished Nation** – [online materials](#): summaries, quizzes, primary and secondary source analysis, geography activities, etc.

[Primary Source Investigator American History 13e.](#) McGraw Hill.

A variety of historic primary and secondary selections from other resources [readings, artwork, and images] will be utilized within units of study.

[Quizlet](#): this resource contains some of the key people, places, events of the course. Utilize these throughout each unit.

[Albert.io](#): this resource allows you to practice SBMC test questions and has tutorial components for the course content: **Class Enrollment Code: {will be provided in the Fall}**

Since technology is constantly evolving and new options are popping up, we will most likely add to these few resources, noted here, throughout the year: one of our first assignments has you identifying resources that will be helpful for you throughout the course and the year.

**Course Expectations:**

Students will complete all assignments on time and participate in classroom activities and discussions as prescribed by the course syllabus and as assigned by the course instructor.

APUSH students are expected to adhere to the contract, work ethic, and honor code of an Advanced Placement Student:

- Summer work will be completed by **August 23<sup>rd</sup>, 2019.**
- Compliance with the CHS HUSH/Honor Code and Contract.
- Successful completion of the AP course requires approximately seven hours of individual study time per week. Stay ahead of the assignments, **procrastination will make you grumpy and an emotional wreck!**
- Late work will be accepted and graded according to the CCSD policy for grading. [daily, homework, or major assignments].
- Homework may be assigned on holidays, long-weekends, and breaks: refer to the Google APUSH calendar often – stay connected!
- Sitting for a mock APUSH exam [in April], prior to the May exam, **is required** (it will be in early April.)
  - o Students find that sitting for this exam is some of the best prep we complete during the month of review prior to the test.

- Completion of the Nationwide AP Exam is required – there is a fee for this exam:

**May 8<sup>th</sup> 2020**

The course instructor may adjust pacing and content, as necessary, for students within the course. Students are expected to perform at the level of an Advanced Placement student; and to prepare for the May 8<sup>th</sup> Advanced Placement Examination, which is a requirement of the course. If, at any time, you are unable to complete a weekly chapter's reading or another assignment, you **MUST** contact Mrs. Coulter via email to explain the extenuating situation; and you must also propose a new time frame. As you can see by the schedule (follow our Google calendar), getting behind, within a unit's readings, will place you at a disadvantage and make you a less effective team member on your learning team. **PACE** yourself: do a little of the weekly reading assignments **EVERY DAY**, rather than trying to **CRAM** it all in on Sundays and Mondays: just because you have a week to complete the assignment, doesn't mean you should wait until the night before it is due to begin.

### **Evaluation:**

This course utilizes summative assessments that mirror the AP exam (SBMC, SAQ, DBQ, and LEQ) (at the completion of every unit), projects, student analysis, summaries, and an end of course exam as evaluative tools. Students can also expect to experience 1 – 2 projects [individual or group] per quarter. Final individual evaluation will be based upon the national exam, which students will take in May: scores are released in early July. Evaluation is based on the multitude of key concepts found in the [course description](#) and also in a graphic organizer on Google Classroom: these themes were identified to best help students analyze and connect crucial information within different periodizations of US History: the course is also heavily reliant on student understanding and application to these themes and historical thinking skills.

APUSH Themes are not the same as the themes that you use in Language Arts coursework. Learn and **USE** these themes to better understand historical developments.

American and National Identity (**NAT**)  
 Work, Exchange, and Technology (**WXT**)  
 Geography and the Environment (**GEO**)  
 Migration and Settlement (**MIG**)  
 Politics and Power (PCE **POL**)  
 America in the World (**WOR**)  
 American and Regional Culture (**ARC**)  
 Social Structures (**SOC**)

**THEME 1: AMERICAN AND NATIONAL IDENTITY (NAT)**

This theme focuses on 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.

**THEME 2: WORK, EXCHANGE, AND TECHNOLOGY (WXT)**

This theme focuses on the factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government.

**THEME 3: GEOGRAPHY AND THE ENVIRONMENT (GEO)**

This theme focuses on 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.

**THEME 4: MIGRATION AND SETTLEMENT (MIG)**

This theme focuses on 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.

**THEME 5: POLITICS AND POWER (PCE)**

This theme focuses on 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.

**THEME 6: AMERICA IN THE WORLD (WOR)**

This theme focuses on the interactions between nations that affected North American history in the colonial period and on the influence of the United States on world affairs.

**THEME 7: AMERICAN AND REGIONAL CULTURE (ARC)**

This theme focuses on the how and why national, regional, and group cultures developed and changed as well as how culture has shaped government policy and the economy.

**THEME 8: SOCIAL STRUCTURES (SOC)**

This theme focuses on how and why systems of social organization develop and change as well as the impact that these systems have on the broader society.

Course content is divided into units and the corresponding chapters of our textbook are in the pacing portion of the syllabus; and the schedule for each chapter can be found on our Google Calendar.

Unit 1 (1491 – 1607) Thinking/Reading/Writing Like an Historian Pre-Columbian America

Unit 2 (1607-1754) Colonial America

Unit 3 (1754 – 1800) Revolutionary America

Unit 4 (1800 – 1848) Antebellum America

Unit 5 (1844 – 1877) Civil War and Reconstruction

**First Semester**

**Second Semester**

Unit 6 (1865 – 1891) Progressives and Westward Settlement

Unit 7 (1890 – 1945) America becomes a World Power

Unit 8 (1945 – 1980) Post War America and the Cold War

Unit 9 (1980 – Present) late 20<sup>th</sup> and early 21<sup>st</sup> Century America

**Student Supplies: [to begin the year]**

- \* one 1.5” notebook w/ 5 dividers
- \* lined filler paper
- \* 2 - 3 pencils (always)
- \* 2 black or blue ink pens (**ALWAYS**)
- \* headphones/ear buds for Chromebook
- \* 24 pack of coloring pencils
- \* a composition book
- \* post-it notes/arrows/flags
- \* highlighters
- \* a box of Kleenex at the beginning of each semester

Please replenish items as you run out throughout the year

In an effort to prepare for national testing in May, in addition to the units of study identified

Units	Exam Weighting
<b>Unit 1: Period 1: 1491–1607</b>	<b>4–6%</b>
<b>Unit 2: Period 2: 1607–1754</b>	<b>6–8%</b>
<b>Unit 3: Period 3: 1754–1800</b>	<b>10–17%</b>
<b>Unit 4: Period 4: 1800–1848</b>	<b>10–17%</b>
<b>Unit 5: Period 5: 1844–1877</b>	<b>10–17%</b>
<b>Unit 6: Period 6: 1865–1898</b>	<b>10–17%</b>
<b>Unit 7: Period 7: 1890–1945</b>	<b>10–17%</b>
<b>Unit 8: Period 8: 1945–1980</b>	<b>10–17%</b>
<b>Unit 9: Period 9: 1980–Present</b>	<b>4–6%</b>

**NOTE:** Events, processes, and developments are not constrained by the given dates and may begin before, or continue after, the approximate dates assigned to each unit and topic.

above, students will spend time learning to write Short Answer Responses, DBQs (Evidence Based Essays), and LEQs (Long Essay Responses). Students will develop a variety of skills in addition to the content for the course. A primary focus of this course is Thinking like an historian and analyzing content of the course.

Reasoning Process 1	Reasoning Process 2	Reasoning Process 3
<i>Comparison</i>	<i>Causation</i>	<i>Continuity and Change</i>
<ul style="list-style-type: none"> <li>▪ 1.i: Describe similarities and/or differences between different historical developments or processes.</li> <li>▪ 1.ii: Explain relevant similarities and/or differences between specific historical developments and processes.</li> <li>▪ 1.iii: Explain the relative historical significance of similarities and/or differences between different historical developments or processes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 2.i: Describe causes and/or effects of a specific historical development or process.</li> <li>▪ 2.ii: Explain the relationship between causes and effects of a specific historical development or process.</li> <li>▪ 2.iii: Explain the difference between primary and secondary causes and between short- and long-term effects.</li> <li>▪ 2.iv: Explain how a relevant context influenced a specific historical development or process.</li> <li>▪ 2.v: Explain the relative historical significance of different causes and/or effects.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 3.i: Describe patterns of continuity and/or change over time.</li> <li>▪ 3.ii: Explain patterns of continuity and/or change over time.</li> <li>▪ 3.iii: Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.</li> </ul>

# AP History Disciplinary Practices

## Practice 1: Analyzing Historical Evidence

## Practice 2: Argument Development

Students will be assessed on their ability to ...

### Primary Sources

- Describe historically relevant information and/or arguments within a source.
- Explain how a source provides information about the broader historical setting within which it was created.
- Explain how a source's point of view, purpose, historical situation, and/or audience might affect a source's meaning.
- Explain the relative historical significance of a source's point of view, purpose, historical situation, and/or audience.
- Evaluate a source's credibility and/or limitations.

### Secondary Sources

- Describe the claim or argument of a secondary source, as well as the evidence used.
- Describe a pattern or trend in quantitative data in non-text-based sources.
- Explain how a historian's claim or argument is supported with evidence.
- Explain how a historian's context influences the claim or argument.
- Analyze patterns and trends in quantitative data in non-text-based sources.
- Evaluate the effectiveness of a historical claim or argument.

- Make a historically defensible claim in the form of an evaluative thesis.
- Support an argument using specific and relevant evidence.
- Use historical reasoning to explain relationships among pieces of historical evidence.
- Consider ways that diverse or alternative evidence could be used to qualify or modify an argument.

## CHS TENTATIVE Course Schedule

This is an overview of what will be covered in this course, at CHS, for this school year. Although, I would like to follow this plan verbatim, this year's tentative schedule is subject to change (at the teacher's discretion). The idea behind completion of assignments should be **understanding** and not just focused on completion: assignments are designed and expected to be resources to which you can and do return as preparation for the semester, mock, and APUSH exams!

**1<sup>st</sup> Quarter:** APUSH full course Pre-Test

**Week 1- 4:** Establishing School Expectations and meetings, Data Analysis, Goal Setting, Growth Mindset, and HTS and other acronyms. APUSHer intro; Thinking like an Historian, Writing like an Historian: what does all that mean? Reading/Notes:

Period Two: **Chapter 2 & 3 -- due August 27<sup>th</sup> and September 3<sup>rd</sup>**

→ **Unit One: 1491 - 1607** Discovery of the "old" world, Spain, France, and England divide North America Early America – video (**summer assignment**).

→ **Unit Two: 1607 - 1754**

- ◆ Planting colonies in North America and displacing Native Americans
- ◆ Pre-colonial America labor sources [slavery and indentured servitude begins in NA]
- ◆ Colonial America and its cultures
- ◆ Enlightenment ideas migrate from Europe, from empire to independence
- ◆ Becoming *American*, regional distinctions emerge

→ Approximately September 13<sup>th</sup> Unit/Period One & Two Review – Combo Test

**Week 4 - 7 Unit Three: 1754 - 1800 Chapters 4–6 due weekly [September 10<sup>th</sup>, 17<sup>th</sup>, 24<sup>th</sup>]:**

- ◆ The American Revolution
- ◆ The New Nation
- ◆ An Agrarian Republic
- ◆ America – expanding West
  - Approximately October 4<sup>th</sup> Period Three Review – Test

Weeks 8 & 9 of first quarter and 1 – 4 of Second Quarter: **Unit Four: 1800 – 1848**  
**Chapters 7 – 12: due weekly [October 1<sup>st</sup>, 8<sup>th</sup>, 15<sup>th</sup>, 22<sup>nd</sup>, 29<sup>th</sup> and November 5<sup>th</sup>]:**

- ◆ The nation begins
- ◆ Establishing the Constitution and Bill of Rights
- ◆ Second Great Awakening
- ◆ Abolitionists
- ◆ The South & Slavery
- ◆ Growth of Democracy
- ◆ Industry and the North
  - Approximately November 22<sup>nd</sup> Period Four Review – Test

Week 5 – 7 **Unit Five: 1844 - 1877** **Week 8 - 9: Period Five: Chapters 13 – 15**  
**[November 12<sup>th</sup>, 19<sup>th</sup>, 26<sup>th</sup>]:**

- ◆ New Age America
- ◆ Expanding Territories
- ◆ Coming Crisis
- ◆ Civil War
- ◆ Reconstruction
  - Approximately December 19<sup>th</sup> Period Five Review – Test

→ **WINTER BREAK December 23<sup>rd</sup> – January 5<sup>th</sup>**

→ Weeks 8 & 9 Review and Semester Exams (Periods 1 – 5 comprehensive exam)  
 → **1<sup>st</sup> semester concludes: semester exams January 14<sup>th</sup>, 15<sup>th</sup>, and 16<sup>th</sup>.**

**3<sup>rd</sup> Quarter {APUSH**

Week 1 - 3: **Unit Six: 1844 - 1890 Chapters 16, 17, 18, 19 will be assessed during 2<sup>nd</sup>**  
**Semester: reading assignments are due [December 3<sup>rd</sup>, 10<sup>th</sup>, 17<sup>th</sup> January 14<sup>th</sup>]:**

- ◆ Westward Expansion – more conquest
- ◆ Industrial America: monopolies, commonwealth, corruption, and empire
- ◆ Urban America
- ◆ The Progressives
- ◆ The Populists
- ◆ Immigration
  -  Connecting the dots between Reconstruction and American Imperialism.
  -  Approximately February 7<sup>th</sup> Period Six Review – Test

Week 4 – 9 **Unit Seven: 1900 - 1945** Chapters 20 - 26: **[January 21<sup>st</sup>, 28<sup>th</sup>, February 4<sup>th</sup>, 11<sup>th</sup>, 18<sup>th</sup>, 25<sup>th</sup>, March 3<sup>rd</sup>]**

- Spanish American War
- ◆ America as a World Power
  - ◆ WWI
  - ◆ Great Migration

- ◆ the 20's: Harlem Renaissance
- ◆ Great Depression & New Deal
- ◆ WWII: the Homefront during WWII
- ✍ Approximately March 19<sup>th</sup> Period Seven Review – Test

#### 4<sup>th</sup> Quarter{APUSH}

Week 1- 2 **Unit Eight: 1945 – 1980** Chapters 27 - 29 [Due March 10<sup>th</sup>, 17<sup>th</sup>, 24<sup>th</sup>]:

- ◆ The Cold War
- ◆ Civil Rights Movement
- ◆ 1950s
- ◆ 1960s
- ◆ 1970s
- ✍ Approximately April 7<sup>th</sup> Period Eight Review – Test

Week 3 – 4: **Unit Nine: 1980 - present** Chapters 30 – 31 [March 31<sup>st</sup>, April 7<sup>th</sup>]

- ◆ Conservative America
- ◆ 1981 – Present
- ✍ Approximately April 17<sup>th</sup> Period Nine Review
- ✍ Will be assessed after the APUSH exam in May -- Test

**Mock Exam – Dates to be announced - tentatively April 17<sup>th</sup>**

The AIR/OST will probably be in late April and you are required to take it.

Because you are preparing for the national APUSH exam, **no assignments for the APUSH curriculum will be accepted after May 1, 2019.**

You are worth it! Plan accordingly!

**END OF COURSE EXAM: students enrolled in APUSH will complete the AIR exam in late April and will take the national AP exam on May 8, 2020. All students are required by BOE policy to take the AP exam. There is a fee for this.**

#### Grading:

<b>Unit Exams</b>	<b>50%</b>
<b>Assessments (Including: Quizzes, Essays, Labs, and Projects)</b>	<b>30%</b>
<b>Class work/Homework</b>	<b>20%</b>

Each quarterly grade comprises 20% of a student's final grade.

The Mid-Term Exam and End of Course Exam each comprise 10% of a student's final grade.

#### Grading Scale:

The grading scale for Chillicothe High School can be found in the student handbook or [online](#) (this is the link to the 2018/19 Student Handbook)

**Late Work:** Late work will be subject to the Board-adopted policy on assignments that are submitted late (to be reviewed in class).

- Regardless of the absence type (excused or unexcused), students will be expected to make up work and be held accountable for learning all material they missed. I wasn't here is NOT a reason to not do or try: ASK for the work and for assistance getting it completed. (That assistance does NOT ever include asking a classmate for the assignment so you can copy their answers!)
- Any student who is absent from school (excused or unexcused) will have one (1) additional day for every day they missed, to make up his/her work for full credit (100%).

- Any student who exceeds the allotted time to turn in an assignment for full credit may still turn in late work for partial credit.
  - Any student who turns in work up to 1 week late must at least be given the opportunity to earn 75% on that assignment.
  - Any student who turns in work between 1 and 2 weeks late must at least be given the opportunity to earn 60% on that assignment.
- The end of the quarter/9 weeks is the cut off point for teachers to accept late work from students for full or partial credit, unless the teacher decides to give the student an incomplete for the quarter/9 weeks due to extenuating circumstances.

### **Students will adhere to the classroom teacher's rules that include:**

- ⇒ Come to class on time (in your seat working on the bellringer, or ready for it to be explained (cued) when the bell rings) and be prepared to work: BRING your textbook, notebook, paper, Chromebook, pencils/pens, and homework to each class, unless I tell you differently.
  - ⇒ All student rules and regulations in our student handbook will be enforced daily: this includes but isn't limited to **dress code**, eating/drinking, attendance, hall passes, etc. This includes the CHS phone policy: all phones will be placed in the phone caddy prior to the beginning of class.
  - ⇒ When you miss class, FIND OUT WHAT WE DID! Email me, or ✓ Classroom for updates!
  - ⇒ Food or soda (candy, suckers, chips, cookies, etc.) that are not purchased from the Cavalier Café are not permitted (I will ask you to throw it away!) I do allow water, and encourage you to drink it: keeping your body hydrated will help your brain focus and learn: you may purchase from the Cavalier Café on days that we do not have an assessment.
  - ⇒ Act polite, mature, and respectful to all in our classroom: this will avoid many problems!
    - Profanity will not be tolerated.
  - ⇒ Students will maintain a course notebook to better facilitate their learning experiences in the classroom and as a resource as they prepare for the AP Exam in May; check grades, on ProgressBook, often to ensure that all assignments have been submitted, graded, and recorded accurately; and stay organized!
    - ⇒ Utilize your classroom folder in the file cabinet to keep your notebook manageable
    - ⇒ create folders and title your assignments in your GDrive
    - ⇒ USE your materials created for assignments as review for unit, midterms, mock, and final assessments.
  - ⇒ My responsibilities, as your teacher, include teaching and enforcing the rules; instruction of the course objectives; assessment of the course objectives; evaluation of daily work; class participation; and effort; and providing a positive learning environment.
  - ⇒ Students enrolled in APUSH should understand that this is a college level survey course; and we will be working DAILY toward success in May.
    - You should keep up with the readings...one chapter per week, rain or shine, extensive snow days or cancellations for other reasons – school or holiday. {Follow our calendar}
- THE EXAM DOESN'T WAIT.**
- ⇒ You CANNOT cheat the reading...you must know; and you must be able to use Specific Factual Information {SFI}/Evidence -- people, events, places, etc. and be able to make critical thinking connections between content, concepts, and themes.

Many assignments will be submitted utilizing Google Docs in Google Classroom: make sure

you learn to utilize these tools over the summer! If you have a question, ASK!

- **We will utilize the Chromebooks: CHARGE YOURS NIGHTLY AND BRING IT TO SCHOOL DAILY**

## CHS Advanced Placement United States History Course Syllabus Signature/Acknowledgement

After you have reviewed the preceding packet of information with your parent(s) or guardian(s), please sign this sheet and return it to me so that I can verify you understand what I expect out of each of my students. Return your signature page **no later than August 23<sup>rd</sup>**

Student Name (please print)

Student Signature:

Parent/Guardian (please print):

Please circle one

email

call me

Parent/Guardian Signature.

Best time to contact:

Email:

Phone:

-  Students will complete all assignments on time and participate in classroom activities and discussions as prescribed by the course syllabus and as assigned by the course instructor. The course instructor may adjust pacing and content as necessary for students within their course.
-  Sitting for a mock APUSH exam [in April] prior to the May exam is required (it will be in early April.) Students find that sitting for this exam is some of the best prep we complete during the month of review prior to the test.
-  Students are expected to strive to participate and perform at the level of an Advanced Placement student; and to prepare for the May exam.
-  Advanced Placement Examination, which is a requirement of the course.
-  Successful completion of Advanced Placement United States History requires approximately seven hours of weekly individual study time.
-  Late work will be accepted and graded according to the CCSD policy for grading. [daily/homework, or major assignments].
-  Homework may be assigned on holidays, long-weekends, and breaks. **FOLLOW THE CALENDAR!**
-  It is expected that you will follow CHS Building Rules **at all times**...many of those are included in the following set of behavior guidelines. Students will adhere to the classroom teacher's rules that include:

 Come to class on time (in your seat working on the warm – up when the bell rings) and prepared to work: **BRING** your supplies: book, notebook, paper, pencils/pens, and homework to each class.

 **Electronic Devices** – We will utilize the Chromebooks DAILY! Take it home nightly, charge it, and bring it DAILY! **NO Phones will be allowed during academic time!** Place your phone/smart watch in the phone caddy, in your assigned number, as you enter the classroom daily.

 Devices (Chromebooks and Personal Electronic Devices – your phone) **MAY** be used during class when I assign it, so, if we are taking notes, working in small groups to research a topic, etc., or when I say, you may use your personal electronic device. Otherwise – place your phone in your backpack, pocket, or bag or in the phone basket to avoid the temptation to text or surf the net while we are doing an assignment without them. PED will be in the phone caddy daily; and especially during testing.

 When you miss class, find out what we did! A study partner is a **GREAT** idea!

 No food or soda (candy, suckers, chips, cookies, etc.) are permitted (I will ask you to throw it away!) I do allow water: keeping your body hydrated will help your brain focus and learn.

 Act polite, mature, and respectful to all in our classroom: it will avoid problems! Listen when others are talking: talk when it is your turn.

 Students will maintain a course notebook to better facilitate their learning experiences in the classroom. You may decide to empty it at the completion of each unit, but **DO NOT THROW ANYTHING** into recycling until the end of the course!

 Students should check grades (on ProgressBook) often to ensure that all assignments have been submitted, graded, and recorded accurately.

 My responsibilities, as your teacher, include teaching and enforcing the rules; instruction of the course objectives and skills essential to being a good citizen; evaluation of daily work; assessment of the course objectives; and providing a positive learning environment.