

## Melrose High School Syllabus

**Department:** Social Studies

**Course Title:** 305 AP United States History

**Course Description:** The AP U.S. History course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content learning objectives organized around seven themes, such as identity, peopling, and America in the world. In line with college and university U.S. history survey courses' increased focus on early and recent American history and decreased emphasis on other areas, the AP U.S. History course expands on the history of the Americas from 1491 to 1607 and from 1980 to the present. It also allows teachers flexibility across nine different periods of U.S. history to teach topics of their choice in depth. Emphasis will be placed on critical reading and writing, as well as the use of primary source documents. Students taking this course are required to take the AP U.S. History Exam and complete 5-8 hours per week of independent practice such as homework, reading, and projects.

### **MHS Learning Expectations:**

- Write effectively using standard written English.
- Demonstrate the ability to read effectively.
- Demonstrate the ability to communicate effectively.
- Demonstrate good citizenship.
- Demonstrate an understanding of tolerance and diversity, and respect for themselves, others and their school.

### **Essential Questions:**

- How did Americans foster and evolve their and national identity?
- How did individual, political, and federal struggles to create and maintain power affect the development of American society and democracy?
- What role did the economy play in fostering an American brand of capitalism, industrialism, and innovation? How did these economic principles affect cultural and societal developments?
- How did the migration and settlement of colonial America, western territories, and international claims affect the development of modern America?
- How did the various and disparate geographical regions lead to the development of culturally different societies within America? How did attempts to accumulate land, manipulate, and protect the environment affect the development of America?
- What is the role of America in an increasingly global society?

**Students will know:**

- Contact among the peoples of Europe, the Americas and West Africa created a new world between 1491 and 1607 on the North American continent which was controlled by American Indians.
- Europeans and American Indians negotiated and fought for dominance, control and security in North America, and both colonial and native societies changed through these interactions.
- British imperial attempts to reassert control over its colonies and the colonial reactions produced a new American republic, that struggled to define the new nation's social, political and economic identity.
- The federal and state governments struggled to define and extend democratic ideals in the face of rapid economic, territorial and demographic changes.
- As the government acquired land and its population grew and migrated, regional tensions, especially over slavery, led to a civil war — the course and aftermath of which transformed American society.
- The transformation of the US from an agricultural economy to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental and cultural changes.
- Demographic shifts producing an increasingly pluralistic nation led to a multi-faceted approach to profound domestic and global challenges, and debates about the proper degree of government activism, and US involvement in the world.
- The prosperity of the post-World War II period and unfamiliar international responsibilities caused its citizens and government to question whether the US was living up to its ideals.
- American politics experienced renewed ideological and cultural debates, and redefined its foreign policy, while its citizens adapted to economic globalization and revolutionary changes in science and technology.

**Students will be able to effectively use the following Historical Thinking****Skills:**

- **Chronological Reasoning**
  - Historical Causation
  - Patterns of Continuity and Change Over Time
  - Periodization
- **Comparison and Contextualization**
  - Comparison
  - Contextualization
- **Crafting Historical Arguments from Historical Evidence**
  - Historical Argumentation
  - Appropriate Use of Historical Evidence
- **Interpretation and Synthesis**
  - Interpretation
  - Synthesis

**Course Outline:**

<b>Quarter I</b>	<b>Quarter II</b>
<ul style="list-style-type: none"><li>● Period 1: <a href="#">1491–1607</a></li><li>● Period 2: <a href="#">1607–1754</a></li><li>● Period 3: <a href="#">1754–1800</a></li></ul>	<ul style="list-style-type: none"><li>● Period 4: <a href="#">1800–1848</a></li><li>● Period 5: <a href="#">1844–1877</a></li><li>● Period 6: <a href="#">1865–1898</a></li></ul>
<b>Quarter III</b>	<b>Quarter IV</b>
<ul style="list-style-type: none"><li>● Period 7: <a href="#">1890–1945</a></li><li>● Period 8: <a href="#">1945–1980</a></li><li>● Period 9: <a href="#">1980–Present</a></li></ul>	<ul style="list-style-type: none"><li>● Test Prep/Review</li><li>● A Modern Citizen</li><li>● Capstone Project</li></ul>

**Primary Course Materials:**

**TEXTBOOK:** Faragher, John Mack, et al. *Out of Many: A History of the American People, Fifth AP Edition*. Upper Saddle River: Pearson/Prentice Hall, 2007.

**Other materials:** various primary source documents, videos clips, and historical sources.

**Student Materials:** notebook dedicated solely to U.S. History, with a folder or three-ring binder to save classwork/homework/handouts.

**Grade Determination:** The grades for each term will be determined using a weighted point system. Grades are based on class participation, homework assignments and assessments which may include: projects, tests, quizzes, and essays.

**Major Assignments:** The major assignments for this course include : multiple document-based questions, long response essays, short answer questions, independent non-fiction book reports, a midyear exam, as well as a capstone research paper/project which takes the place of the final exam.

**Midyear & Final Exams:** Midyear and Final Exams will be given. These exams count as 10% of the respective semester grade. The average of the first and second quarter grades will count 90% in determining the first semester average. Similarly, the second semester average will include the average of third and fourth quarter grades at 90% and final exam at 10%. The average for the entire year will be the average of both semesters. Senior students will be asked to complete a final assessment at the end of both the third and fourth quarter.

Q1 = 22.5%    Q2 = 22.5%    Midterm = 5%    Q3 = 22.5%    Q4 = 22.5%    Final = 5%