

Advanced Placement United States History

		Description of Average Weekly Outside Requirements	
Main Topics (What main ideas/concepts will be covered?): <ul style="list-style-type: none"> • Colonization • American Revolution • Federalist Era • Nationalist Era • Antebellum Era • Civil War & Reconstruction • Gilded Age • Progressive Era • Age of Imperialism • Interwar Era • Cold War 	Rationale: (Why should a student take this course?) APUSH offers an opportunity to earn college credit, but more importantly an opportunity to develop independent learning skills necessary in college an adult life. Research skills, required in all college classes, are a focal point in the class. So too, the class offers a chance to explore our nation's history 1600 to the present, exploring the good along with the bad.	Reading (Text, document, etc): Reading assignments are issued with each unit (approximately 10 across the year). Students are responsible for approximately 45 – 60 pages a week that they read at their own pace & take notes from. Primary Source documents are integrated across the year with either a single document (1 – 1.5 pages), or a series of document excerpts across 4 -6 pages. Selections from a course reader are periodically read in class.	Written (Terms, questions, outlines, free response, etc): Weekly readings incorporate the completion of terms and definition/significance. Approximately 10 -12 essays are written and scored across the year, with an addition 15 – 20 that are developed in a variety of ways to nurture and improve writing skills. Each 9 weeks a project will incorporate writing (Summer Reading, Research, & Review assignments) History Fair is a requirement of this course.
Grade Composition (How are grades determined?): 20 -30% Tests 25 – 20 % Quizzes re: Read & HW 15 -25% Essays & Essay Development 12 -15% Project (Sum Rd, History Fair, Review) 15% Work Ethic (Notebooks & Blogging)	Skill Development (What skills are developed in this course and how?) Analysis, Synthesis, & Evaluation are requisites for the content acquisition of the course. Modeling and practicing of all three higher order skills is a part of the class on a weekly basis. Research skills, including content acquisition, bibliographies, and citing sources are addressed through the development of History Fair research or one of the optional other research products.	Sample Textbook Excerpt: The Perils of Neutrality Proclaiming U.S. neutrality, President Wilson urged the nation to be neutral “in thought as well as in action.” Most Americans, grateful that an ocean lay between them and the war, fervently agreed. A popular song summed up the mood: “I Didn’t Raise My Boy to Be a Soldier.” Neutrality proved difficult, however. Wilson privately dreaded a victory by militaristic Germany. Strong economic interests bound the United States and Britain. Many Americans, including Wilson himself, had ancestral ties to England. Well-to-do Americans routinely traveled in England. Schoolbooks stressed the English origins of American institutions. The English language itself—the language of Shakespeare, Dickens, and the King James Bible—deepened the bond. British propaganda subtly stressed the British-American link. But not all Americans felt emotional ties to England. Many German-Americans sympathized with Germany’s cause. Irish-Americans speculated that a German victory might free Ireland from British rule. Some Scandinavian immigrants identified more with Germany than with England. But these cultural and ethnic crosscurrents did not at first override Wilson’s commitment to neutrality. For most Americans, staying out of the conflict became the chief goal. Neutral in 1914, America went to war in 1917. (Boyer, et al. <u>The Enduring Vision</u> : A history of the American People. 5e., NY: Houghton Mifflin, 2004b. p 684.)	
Required Skills (What skills are necessary to be successful in this course?) <ul style="list-style-type: none"> • Analytical Reading & Comprehension • Analytical Writing • Synthesis of Content • Research & Documentation • Time Management 			