

Curriculum Outline



Campbell High School

Character – Courage – Respect – Responsibility

Course & Level: AP US History

Department: Social Studies

Teacher: Heidi Paris

Grade level: 12

Description of Course:

This course is intended to be equivalent to a first year college history course. Students in this course are expected to complete in a high quality fashion, an extensive number of difficult assignments. A serious commitment by the student to the rigorous study of United States History from pre-colonial times to the present date is essential. Students who take this course are required to take the College Board Advanced Placement United States History Exam in May. Students can expect to receive a required summer reading list and assignments. Students will take practice College Board exams, write document based question responses and analytical essays, as well as formal papers each semester.

School - Wide Expectations:

Academic:

1. Read actively and critically for diverse purposes.
2. Communicate effectively using a variety of mediums.
3. Write effectively for a variety of purposes.
4. Utilize current technology and other resources to research, organize and evaluate possibilities to enhance learning.
5. Think critically, creatively and effectively in order to solve problems, and to transfer solutions to complete authentic tasks across all disciplines.

Social:

1. Exhibit personal responsibility and initiative.
2. Understand, appreciate and respect diversity.
3. Work cooperatively in an atmosphere of mutual respect

Civic:

1. Contribute as an active member of the community.
2. Demonstrate civic responsibilities.

The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between the school-wide expectations and the course curriculum.

Core Competencies:

1. Apply inquiry processes to support conclusions in the social sciences. (Research competency)
2. Evaluate historical or contemporary actions of people and/or events to develop evidence-based claims. (Evaluation competency)
3. Analyze the social, political, and economic factors of historical periods. (Analysis competency)
4. Demonstrate conceptual understanding of essential topics in the social sciences. (Comprehension competency)

Suggested Texts and Media (Software, A/V, etc.):

1. *The American Pageant: A History of the Republic*. David M. Kennedy, Lizabeth Cohen, and Thomas A. Bailey (Boston: Houghton Mifflin, 2006).
2. *The American Spirit*. David M. Kennedy & Thomas A. Bailey Vol. I and II, Eleventh Edition. New York, New York, Houghton Mifflin Co., 2006.
3. *United States History—Preparing for the Advanced Placement Examination*. John J. Newman & John M. Schmalbach. AMSCO publishers.
4. Selected primary source readings.
5. Chromebook and Google Classroom.

We utilize a variety of instructional resources beyond the identified textbooks and materials throughout the school year to enhance your student's educational experience. Parents/Guardians are welcome to review the available resources throughout the school year by contacting their student's teacher. Alternative assignments may be available

Suggested Instructional Strategies:

1. Lecture.
2. Daily tests reviewing assigned reading.
3. Use of APPARTS to read, analyze, and discuss primary source readings.
4. Examination & dissection of past AP US History DBQ (document-based questions) & FRQ's (free-response questions).
5. Socratic Seminar: student led discussion based upon the analysis of literature, primary sources, and other reading assignments.
6. Research.
7. To examine American history thematically. The AP US History program encourages students to consider issues involving historical change over time. Thus, the course is structured to reflect the following themes, developed by the U.S. History Development Committee:
 - a. Identity (ID)
 - b. Work, Exchange, and Technology (WXT)
 - c. Peopling (PEO)
 - d. Politics and Power (POL)
 - e. America in the World (WOR)
 - f. Environment and Geography (ENV)
 - g. Ideas, Beliefs, and Cultures (CUL)
8. Historical Thinking Skills:

The following skills reflect the tasks of a professional historian. While learning to master these tasks, AP U.S. History students act as "apprentice historians".

 1. Chronological Reasoning
 - a. Historical Causation
 - b. Patterns of Continuity and Change
 - c. Periodization
 2. Comparison and Contextualization
 - a. Comparison
 - b. Contextualization
 3. Crafting Historical Arguments from Historical Evidence
 - a. Historical Argumentation
 - b. Appropriate Use of Historical Evidence
 4. Historical Interpretation and Synthesis
 - a. Interpretation
 - b. Synthesis

Suggested Assessment Strategies:

1. Tests in AP Format: Tests take the form of multiple choice, document based questions and free response questions. Tests are written in AP language, and are timed.
2. Take Home Essay Questions: Students are required to write several essays which analyze course material, outside of the classroom. For example, "To what extent were Britain's post-1763 policies justified?"
3. Projects: For example, students may be asked to create a political cartoon depicting the Federalist or Anti-Federalist view regarding the ratification of the Constitution.
4. Debate: With each selected topic, students will read background information (provided by 2facts.com), organize into groups, create their debate arguments and discuss the topic with classmates. An example of a debate question may include: "Did Jefferson Abandon His Political Ideals in the Louisiana Purchase?"
5. Class Participation. Participation in daily class discussion on course material is expected. While it is not a competency, students are asked answer historical questions in either a small group or with the class as a whole.