

NEWPORT-MESA UNIFIED SCHOOL DISTRICT Course Description

ADVANCED PLACEMENT UNITED STATES HISTORY (Course Meets Requirements for Graduation)

Content covered in this course is described in the Course of Study. Based upon student needs, teachers select appropriate materials from the Instructional Materials List. Classroom presentations of course content are determined by the instructor and described under Teacher Activities. A more detailed outline of this course can be obtained from the instructor.

Overview:

The two-semester Advanced Placement Program in American History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in American history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. This course will thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

In addition to exposing students to historical content, the course will also train students to analyze and interpret primary sources, including documentary material, maps, statistical tables, and pictorial and graphic evidence of historical events.

Course of Study Objectives:

1. **The student will demonstrate understanding of the demands of the Advanced Placement Examination in American History.**
 - 1.1 **SUGGESTED STUDENT ACTIVITIES:**

The student will read, listen, take notes, discuss, requirements of the Advanced Placement Examination, and take sample tests that have a document-based question, a free response essay question, and multiple choice questions that cover political institutions and public policy, social and economic change, diplomacy and international relations, and cultural and intellectual developments from first colonial settlements to the present.
 - 1.2 **INSTRUCTIONAL MATERIALS USED:**
 - Approved textbook
 - Related documents
 - Sample test
 - Supplementary material
 - 1.3 **TEACHER ACTIVITIES:**
 - Conduct lectures/discussions to connect with past learning; facilitate collaborative learning situations

- Model effective reading and note taking habits
 - Assign reading
 - Inspire spirit of inquiry; elicit and assist discovery of abstract connections and links of past and present
 - Explain requirements of evaluative essays
 - Model thinking required of document based and free response essay
 - Lead writing process/lead scoring process
- 2. The student will connect with past learning to build a strong knowledge base on the discovering of and intermingling of cultures in the settlement of the New World, 1492-1650, America and the British Empire, 1650-1754, Colonial Society in the Mid Eighteenth Century, the Road to the American Revolution, 1754-1775, and the Enlightenment philosophy behind the American Revolution.**
- 2.1 SUGGESTED STUDENT ACTIVITIES:**
Strands emphasized: Historical, ethical, economic, and sociopolitical literacy; constitutional heritage, civic values, rights and responsibilities; study, critical thinking/writing, and participation skills.
The student will read, take notes, listen, memorize key events, and trace relationships of events with subsequent events. In collaborative groups students will create Advancement Placement type multiple choice questions for the class as a whole to take.
- 2.2 INSTRUCTIONAL MATERIALS USED:**
- Approved textbook
 - Original documents
 - Slides, videotapes
 - Supplemental materials
- 2.3 TEACHER ACTIVITIES:**
- Conduct lectures/discussions, facilitate collaborative learning situations
 - Monitor and inspire collaborative test productions
- 3. The student will analyze the major causes of the American Revolution that set the stage for creating state governments and the U.S. Constitution.**
- 3.1 SUGGESTED STUDENT ACTIVITIES:**
Strands emphasized: Study and critical thinking/writing skills; historical, cultural, ethical, economic, and sociopolitical literacy; Constitutional heritage, civic values, rights and responsibilities
The student will read, listen, take notes, and discuss how historical events such as the French Alliance related to the political organization of the states or how the war economy related to social reform. Given a limited number of documents, the student will create a thesis statement to be supported by the documents **as well as** other evidence from their knowledge base of the period, and will write a document-based essay (DBQ) or a free response essay.
- 3.2 INSTRUCTIONAL MATERIALS USED:**
- Approved textbook
 - Literary works and other documents
 - Videotaped documentaries
 - Supplementary materials
- 3.3 TEACHER ACTIVITIES:**
- Conduct lectures/discussions
 - Provide writing prompt and scoring guide
 - Lead students through all stages of the writing process
 - Assess student papers according to scoring guide
- 4. The student will relate developments during Washington's presidency to later events or common themes, such as development of political parties or the trend**

towards isolationism in American foreign policy. The student will write free response essays which will show quality of historical argument and use of examples that are relevant to the thesis.

4.1 SUGGESTED STUDENT ACTIVITIES:

Strands emphasized: study, critical thinking/writing, and participation skills; historical, cultural, geographic, economic, and sociopolitical literacy; national identity, and constitutional heritage.

The student will read, listen, view, discuss, and in collaborative groups, create essay questions and related thesis statements on effects of events during the period from 1776-1800.

4.2 INSTRUCTIONAL MATERIALS USED:

- Approved textbook
- Sample essay questions
- Supplemental material

4.3 TEACHER ACTIVITIES:

- Conduct lectures/discussions, facilitate collaborative learning situations
- Demonstrate development of essay questions and thesis statements

5. The student will demonstrate understanding of the causes and results of War of 1812.

5.1 SUGGESTED STUDENT ACTIVITIES:

Strands emphasized: Study and critical thinking /writing skills; historical, ethical, geographic, sociopolitical and economic literacy; national identity

The student will read, listen, view and discuss major elements of the age of Jefferson, and, in collaborative groups, will choose one element for purposes of creating an editorial page that contains persuasive essays on that element. Each student will write on a different element.

5.2 INSTRUCTIONAL MATERIALS USED:

- Approved textbook
- Video dramas and documentaries
- Computers, printers and programs for page set-ups

5.3 TEACHER ACTIVITIES:

- Conduct lectures/ discussions/present information in variety of ways
- Model editorial writing
- Describe assessment for this objective

6. The student will demonstrate understanding of the concepts basic to Nationalism and Economic Expansion, Sectionalism, and the Age of Jackson (1816-1848).

6.1 SUGGESTED STUDENT ACTIVITIES:

Strands emphasized: historical, economic, sociopolitical, and geographic literacy; study, thinking/writing, and participation skills; constitutional heritage, national identity, and civic values, rights, and responsibilities.

The student will read, listen, view, take notes, and discuss materials for this period, then, in collaborative groups, create Advanced Placement type multiple choice questions for the class to take or evaluate concepts identified.

6.2 INSTRUCTIONAL MATERIALS USED:

- Approved textbook
- Videotapes
- Original documents and sample multiple choice questions
- Supplementary materials

6.3 TEACHER ACTIVITIES:

- Conduct lectures/facilitate collaborative productions
- Model test creation
- Publish assessment technique

- 7. The student will demonstrate understanding of the creation of an American Culture from documents on religious movements, reform crusades, industrialization, the early union movement, and the intellectual and cultural movements that grew out of urban society.**

7.1 SUGGESTED STUDENT ACTIVITIES:

Strands emphasized: Study, critical thinking, skills; historical, cultural, geographic, economic, and sociopolitical literacy; national identity

The student will read textbook and related original documents, listen to lectures, view documentaries, and in collaborative groups, discuss the missing elements among the given documents and create thesis statements that the documents and missing elements would support. The student will write DBQ or free response essays which demonstrate understanding of the cultural development of pre-war 19th century America.

7.2 INSTRUCTIONAL MATERIALS USED:

- Original documents
- Approved textbook
- Supplementary materials

7.3 TEACHER ACTIVITIES:

- Conduct lectures/discussions, facilitate collaborative learning
- Provide scoring guide for essay

- 8. The student demonstrate understanding of the Decade of Crisis, 1850-1860, the Civil War, Reconstruction to 1877, and the "New South and Last West."**

8.1 SUGGESTED STUDENT ACTIVITIES:

Strands emphasized: study, critical thinking/writing skills; historical, cultural, economic, geographic, and sociopolitical literacy; constitutional heritage and civic values, rights, and responsibilities.

The student will read, take notes, listen, view and discuss events and trends from 1850 to 1877, create thoughtful essay questions in the collaborative group, and write an answer to one of them.

8.2 INSTRUCTIONAL MATERIALS USED:

- Approved textbook
- Videotaped documentaries
- Related literature such as *Uncle Tom's Cabin*
- Supplementary materials

8.3 TEACHER ACTIVITIES:

- Conduct lectures/discussions/facilitate collaborative learning and essay prompt creation
- Explain evaluative mode of discourse
- Provide scoring guide for essays

- 9. The student will demonstrate understanding of American Foreign Policy from 1865-1914 and the Progressive era leading to the Anti-Trust Act of 1914.**

9.1 SUGGESTED STUDENT ACTIVITIES:

Strands emphasized: study, critical thinking/writing skills; historical, cultural, economic, and sociopolitical literacy; national identity, constitutional heritage, and civic rights, values and responsibilities.

The student will read, take notes, listen, view, and discuss the effects of American Foreign Policy and the Progressive Era to 1914 and, in collaborative groups, create multiple choice questions for the whole class to answer.

9.2 INSTRUCTIONAL MATERIALS USED:

- Video documentaries
- Approved textbook
- Newspapers and magazines of the time

- Supplemental materials
- 9.3 TEACHER ACTIVITIES:
- Conduct lectures/discussions, facilitate collaborative learning
 - Model test construction
10. The student will demonstrate understanding of the American entry into World War I, the Versailles Treaty, and the post war decade of the 1920s.
- 10.1 SUGGESTED STUDENT ACTIVITIES:
- Strands emphasized: study, critical thinking/writing, participation skills; historical, cultural, ethical, economic, and sociopolitical literacy; national identity, constitutional heritage, and civic rights, values and responsibilities.*
- The student will read, listen, view and discuss America's problems with neutrality, the war itself, and the New Era of the 1920s and write an evaluative document-based essay supported by given documents and other knowledge.
- 10.2 INSTRUCTIONAL MATERIALS USED:
- Approved textbook
 - Documents
 - Supplemental materials
- 10.2 TEACHER ACTIVITIES:
- Conduct lectures/discussions, facilitate collaborative learning, thesis construction
 - Provide documents: maps, essays, statistical graphs
 - Lead the interpretation-of-documents process and the writing process
11. The student will demonstrate a wide knowledge base of the Depression and New Deal and the ability to connect events of the two and relate both to American diplomacy of the 1930s.
- 11.1 SUGGESTED STUDENT ACTIVITIES:
- Strands emphasized: study, critical thinking participation skills; historical, cultural, ethical, economic, and sociopolitical literacy; national identity, constitutional heritage, and civic rights, values and responsibilities.*
- In collaborative groups students will create games that test depth of knowledge and provide practice in making connections. Whole class will then participate in the games.
- 11.2 INSTRUCTIONAL MATERIALS USED:
- Approved textbook
 - Documents
 - Supplemental materials
- 11.3 TEACHER ACTIVITIES:
- Conduct lectures/discussions, facilitate collaborative learning
 - Model ways to create games
12. The student will be able to posit an historical argument and cite relevant examples answering questions relating to the events of World War II, the decision to drop the atomic bomb, and the subsequent cold war.
- 12.1 SUGGESTED STUDENT ACTIVITIES:
- Strands emphasized: study, critical thinking participation skills; historical, cultural, ethical, economic, and sociopolitical literacy; national identity, constitutional heritage, and civic rights, values and responsibilities.*
- The student will read, listen, view, discuss several aspects of World War II and the Cold War (with its period of heat in Korea), and write a timed essay on one of a choice of five essay questions.
- 12.2 INSTRUCTIONAL MATERIALS USED:
- Approved textbook
 - Documents
 - Supplemental materials

12.3 TEACHER ACTIVITIES:

- Conduct lectures/discussions, facilitate collaborative learning
- Provide essay questions and scoring guide

13. The student will demonstrate broad knowledge of McCarthyism, the Civil Rights movement, the space race, and events leading to the Vietnam War.**13.1 SUGGESTED STUDENT ACTIVITIES:**

Strands emphasized: study, critical thinking participation skills; historical, cultural, ethical, economic, and sociopolitical literacy; national identity, constitutional heritage, and civic rights, values and responsibilities.

The student will read, view, listen, discuss information on this period, and in collaborative groups, create test items which mimic advanced placement multiple choice questions, then take a final class-created multiple choice test.

13.2 INSTRUCTIONAL MATERIALS USED:

- Video documentaries
- Approved textbook
- Newspapers and magazines of the time
- Supplemental materials

13.3 TEACHER ACTIVITIES:

- Conduct lectures/discussions, facilitate collaborative learning
- Provide model questions

14. The student will connect events/themes of the periods with events/themes of American History during the presidencies of Kennedy, Johnson, and/or Nixon.**14.1 SUGGESTED STUDENT ACTIVITIES:**

Strands emphasized: study, critical thinking participation skills; historical, cultural, ethical, economic, and sociopolitical literacy; national identity, constitutional heritage, and civic rights, values and responsibilities.

The student will interpret given documents, discuss related events/themes, create thesis statement, and write essays.

14.2 INSTRUCTIONAL MATERIALS USED:

- Video documentaries
- Approved textbook
- Newspapers and magazines of the time
- Supplemental materials

14.3 TEACHER ACTIVITIES:

- Conduct lectures/discussions, facilitate collaborative learning
- Provide documents/assist in interpretation
- Lead stages of the writing process
- Provide scoring guide

15. The student will demonstrate continuing development of the basic social studies study skills: obtaining information and judging its value, reaching reasoned conclusions based on evidence, and developing sound judgment.**15.1 SUGGESTED STUDENT ACTIVITIES:**

Strands emphasized: study, critical thinking/writing, participation skills.

The student will (1) acquire information by listening, observing, using community resources, and reading various forms of literature and primary and secondary source materials, (2) locate, select, and organize information from written sources, (3) retrieve and analyze information by using computers, microfilm, and other electronic media, (4) read and interpret maps, globes, models, diagrams, graphs, charts, tables, pictures, and political cartoons, (5) understand the specialized language used in historical research and social science disciplines, and (6) work collaboratively on tasks and organize and express ideas clearly in speaking and writing.

15.2 INSTRUCTIONAL MATERIALS USED:

- All available materials appropriate to grade level tasks
- 15.3 TEACHER ACTIVITIES:
- Assess current skill level of each student in obtaining information and judging its value, reaching reasoned conclusions based on evidence, and developing sound judgment.
 - Encourage growth of skills through a variety of assignments
 - Keep record of growing skills in each area

INSTRUCTIONAL MATERIALS:**TEXTBOOK**

- Approved textbook
- Supplemental texts/historical works as needed by the advanced placement instructor.

AUDIO-VISUAL MATERIALS

- Films, filmstrips, and videocassettes from the District library
- School-based materials that have been approved as outlined by the District's evaluation process