



LINCOLN-WOODSTOCK COOPERATIVE SCHOOL DISTRICT COURSE SYLLABUS

Course Name: AP US History

Semester: Full Year

Teacher: Mr. Hagan

Course Description: This course is meant to be a college-level US history study. We will study the history, primary and secondary sources and the science and methods of historians. This will prepare you to take the AP Exam for college credit. Students will be expected to keep up a home study on the history while class time will be devoted to making connections and studying

Competencies or Standards Assessed:

American and National Identity (*sociology*) **NAT** Students can demonstrate an understanding of the evolving national and regional identities of Americans. They can analyze and explain how that identity changes and is changed by events.

Politics and Power (*civics*) **POL** Students can analyze and explain the use of and possession of power in any given situation. They can use that info to develop a deep understanding of the political realities of the time.

Work, Exchange and Technology (*Econ/STEM*) **WXT** Students can analyze and explain the significance of the economic elements of labor, trade and technology on any given situation. They can use this to develop a deep and nuanced understanding of the economic realities of the developing US.

Culture and Society (*Sociology*) **CUL** Students can analyze and explain the significant cultural developments of the situation at hand. They can use this understanding to develop a deep and nuanced understanding of the evolving U.S. society.

Migration and Settlement **MIG** Students can analyze patterns of migration in the U.S. and tie it to their nuanced understanding of any situation.

Geography and Environment (*geography*) **GEO** Students can analyze and explain the impact of the environment on the people of the US and vice versa. They can use this to develop their nuanced understanding of the situation at hand.

America in the World (WOR) Students can analyze and explain the impact the nations of the world have on the U.S. and vice versa. They can trace the impacts of these relationships on the events at hand.

Historical Discipline and Thinking- (HIST) Students can use both primary and secondary concepts and can use historical tools like context, sequence, cause and effect, etc.

Anchor Texts or Major Curriculum:

Give Me Liberty:an American History by Eric Foner (Brief Edition)

AMSCO AP US History

A People's History of the United States by Howard Zinn

Choice from a selection of other topical books.

Course Outline (major units of study):

Unit Title	Essential Question or Overarching Understanding
Revolution and the early US	What qualms did the colonists have with the administration of Great Britain? What are the geopolitical factors? Examine multiple perspectives. What is the relationship of the different regions of the colonies with the revolution and with the British Government? Why? What are the key events? Who are the key players? How do economic and social factors influence things? What did the treaty of PAris give to each side? Why? What fears and needs influenced the form of the new American Government? Where can you see these in the Articles of Confederation? What led to its failure? How was the Constitution different? Why was it controversial? WHat issues did the early United States face? Threats from Outside? Division within? How did the perspective of the regions and states of the U.S. give it both strength and weakness? SEPT
Early 1800s	Independent project investigating the development of the institution of slavery from



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	settlement to abolition to the institution of sharecropping. How did the addition of Louisiana, Florida, and Texas change the character of the US? What was the role of slavery in this discussion? Why did national transportation projects suddenly become important? OCT.
Expansion and Division	What are the social divisions shown by the expansion period? What is the influence of this period on native and enslaved people? What sparked the Civil War? How did it change American society? What is the impact of technology and economics on this conflict? How did the conflict fundamentally change the structure of American society? How did it keep everything the same? What social, political and economic impacts did reconstruction have?
The Gilded Age	How did the growing postwar industrialization change the US socially, politically, etc? What did the growth of major urban centers do to people living in the US? How did Americans react to the changes in life created by the Industrialization and Urbanization of the country? Who benefitted, who did not? DEC
Imperial America	How did the growing industrialization impact the US stance on lands in the west and its relationship with nations abroad? What did this mean for the people living there? What did this mean for American Citizens? How does technology impact this dynamic? How did the practice of Imperialism lead to WWI and what were its consequences? How did

	men such as Stalin, Roosevelt, Churchill and Hitler end up in control of the major powers of the world? What are the implications of the imperialism practiced by Europe and America in the preceding two centuries on the landscape of WWII. How do the radical social and technological changes of the early 20th impact things? How did this war set up the post WWII order? JAN-FEB
The Cold War	What is the world order created by WWII? Winners Losers? What is the US role in this changed world? What impact does the Cold War have on the way Nations interact with the US. FEB-MAR
1980s to Today	What brings the Cold War to an end? How does the world Order change because of it?

Portrait of a Learner

Independent Learner

I make thoughtful plans and do my best to reach personal goals using feedback to work through challenges.

Responsible Collaborator

I work with others to achieve shared goals by listening actively, contributing ideas, and managing conflict.

Critical Thinker

I analyze information, ask thoughtful questions, and apply reasoning skills to solve problems and make decisions.

Effective Communicator

I express ideas clearly, adapting strategies based on the audience, setting, and/or purpose.

Global Citizen

I show that I care and take responsibility by helping in my community and the world around me.



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Additional Classroom Expectations: Students will be expected to show up with work completed, all necessary tools and resources to function in class.