
Course Description for AP-Advanced Placement U.S. History (38111/2)

DEPARTMENT: Social Studies

GRADE: 11

LENGTH: One Year

CREDITS: Ten (10)

PREREQUISITE: A semester grade of “B” or better in World History-A, recommendation from sophomore English instructor or Social Science department chairman’s recommendation.

COURSE DESCRIPTION: AP-U.S. History is the study of America’s development from colonial times to the present taught in chronological order. This course will use the advanced placement curriculum guidelines as its source. Every student enrolled will be encouraged to take the A.P. Examination in American History. Student’s will earn weighted grade points for University of California’s credit based on the scale of A=5, B=4, C=3. A course and A.P. test description is available upon request.

EXIT CRITERIA: By the end of the school year, students are expected to apply their knowledge and problem solving skills in relation to:

The Goal of Knowledge and the Knowledge and Cultural Understanding

1. Historical and Ethical Literacy

- a. Students will describe the major historical concepts and events in American History that help explain the past in order to relate the past to the present and to the future in a study of continuity and change.
- b. Students will develop and understanding of the concepts of time and chronology.
- c. Students will recognize U.S. history as common memory, with political implications, and develop a sense of historical empathy.
- d. Students will foster the American ideology that extols the value of ethical standards and human dignity.
- e. Students will describe the impact of America’s multicultural heritage.
- f. Students will develop an understanding of the historical content and chronology of American History from 1492 to the present.

2. Cultural Literacy

- a. Students will develop an understanding of the importance of American culture including religion, literature, art, drama, architecture, education, technology, and the mass media.

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- b. Students will understand that American cultural literacy is a life-long goal, which incorporates the various aspects of American culture.

3. Geographic Literacy

- a. Students will create an awareness of U.S. geography and the role of individual regions in American development.
- b. Students will develop locational skills and understanding.
- c. Students will develop a concern for the finite nature of America's resources.

4. Economic Literacy

- a. Students will understand the basic economic goals, operations and problems of American society.
- b. Students will understand the impact of economics on U.S. history.

5. Sociopolitical Literacy

- a. Students will understand the close relationship between social and political systems.
- b. Students will understand the relationship between society and the law.
- c. Students will understand the role of divergent ideas in American society.

The Goal of Democratic Understanding and Civic Values

1. Constitutional Heritage

- a. Students will review the basic principles of American democracy.
- b. Students will understand how constitutional principles have influenced 20th Century American Society.

2. Civic Values and National Identity

- a. Students will recognize the status of minorities and women in different times in American History.
- b. Students will understand the special role of the U.S. in world history as a nation of immigrants.
- c. Students will understand the effects of civic participation and responsibility in American history.

The Goal of skills Attainment and Social Participation

1. Social Participation, Critical Thinking, and Basic Study Skills.

- a. Students will develop personal and group interaction skills.
- b. Students will define and clarify problems in order to resolve conflicts and draw conclusions.

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- c. Students will develop skills involved in obtaining information
- d. Students will organize and express ideas clearly in writing and speaking.
- e. Students will develop and utilize analytical skills.

2. Advanced Placement Skills in U.S. History

- a. Students will develop the ability to analyze and interpret primary sources.
- b. Students will develop the ability to take notes from both printed materials and lectures on discussions.
- c. Students will develop the ability to write essay examinations and write analytical and research papers.
- d. Students will develop the ability to express themselves with clarity and precision.
- e. Students will gain an understanding of how to cite sources and credit the phrases of others.
- f. Students will understand how to utilize and develop a more complete knowledge of a given topic.
- g. Students will compile an assessment portfolio that relates to the readings, and projects, which will be, based on Advanced Placement criteria for test6 preparation.

GRADING CRITERIA:

<u>Activity</u>	<u>Percentages</u>
Assessment	40%
Required Portfolio (Will include directed research assignments, examples of document based essay assignments)	30%
Performance Participation	10%
Homework	20%

HOMEWORK:

American Pageant

Publisher: Houghton Mifflin/McDougal/Little
 Author: Thomas A. Bailey/David M. Kennedy/
 Lizabeth Cohen
 Copyright: 1998

This course will incorporate the extensive use of primary, secondary and tertiary sources, which will include the following:

All the King’s Men, Warren
Autobiography of Malcolm X, X
 Constitution of the United States
 Declaration of Independence
 Farewell to Manzanar, Houston

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Profiles in Courage, Kennedy

Roots, Haley

The Jungle, Lewis

Magna Carta

To Kill a Mockingbird, Lee

Uncle Tom's Cabin, Stowe

Various Historical Speeches

Walden, Thoreau

Washington, The Indispensable Man, Flexner

When the Cheering Stopped, Smith

Revised: 5/6/99