

# El Monte Union High School District

## Course Outline

Course Title: AP U.S. History

Textbook(s): Various (see attached)

Transitional\* \_\_\_\_\_ (Eng. Dept. Only)

Sheltered (SDAIE)\* \_\_\_\_\_ Bilingual\* \_\_\_\_\_

AP\*\* x \_\_\_\_\_ Honors\*\* \_\_\_\_\_

Department: Social Science

CTE\*\*\*:

Industry Sector: \_\_\_\_\_

Pathway: \_\_\_\_\_

(check one)

   Intro    Intermediate    Capstone

Grade Level (s): 11th

Semester \_\_\_\_\_ Year \_\_\_\_\_

Year of State Framework Adoption: 2016

This course meets graduation requirements:

- English
- Fine Arts
- Foreign Language
- Health & Safety
- Math
- Physical Education
- Science
- Social Science
- Elective

This course meets a-g requirements:

- "a" – Social Studies
- "b" – ELA
- "c" – Math
- "d" – Lab Science
- "e" – Language (not English)
- "f" – Vis/Perf Arts
- "g" – College prep elective

Department/Cluster Approval	Date
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Is this course an adaptation from another source?

No

Yes

If yes, please indicate the source of the original course:

\_\_\_\_\_

\_\_\_\_\_

\*Instructional materials appropriate for English Language Learners are required.

\*\*For AP/Honors course attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

\*\*\*For CTE, attach the CTE course outline created in the online template (<http://ctecourse.scoe.net/>).

1. Prerequisite(s): 11<sup>th</sup>-grade students only

2. Short description of course which may also be used in the registration manual:

AP U.S. History is a one-year comprehensive survey course in which students examine U.S. History in detail and in depth. The course emphasizes historical thinking skills as well as reading and writing at college level.

The course has two major goals: to prepare students for the Advanced Placement exam and to prepare students for college-level discourse, particularly with respect to historical thinking and understanding of U.S. History and its relation to our present-day world.

The course involves students in examining nine time periods of U.S. history, from 1491 - present. Students also engage in college-level historical thinking as they analyze primary and secondary documents and practice historical thinking skills such as analyzing continuity and change over time.

In order to pass the course, students must attain a percentage of 60%. Teachers may also award credit for the course for passing the AP Exam.

In order to be successful in the course, students must demonstrate understanding of historical content from the nine time periods and successfully write Short Answer Questions (SAQ), Long Essay Questions (LEQ), and Document Based Questions (DBQ).

The course follows the AP Course Outline and also addresses Common Core Standards for 11th and 12th grade in Literacy: History/Social Science.

3. Course content:

Number of units (minimum of 6): \_\_\_\_\_7\_\_\_\_\_

Unit Title: \_\_\_\_Colonial America (1491 - 1754)\_\_\_\_\_

Content: APUSH Course Outline Time Periods 1 (1491-1607) & 2 (1607-1754)

Sample Assignment:

Culminating Project: Unit exam, including multiple choice (MC) and free response questions (FRQ)

Unit Title: Revolution, Independence, & the Early Republic (1754-1800) \_\_\_\_\_

Content: APUSH Time Period 3

Sample Assignment: 6 Degrees of Separation organizer to analyze cause and effect from French & Indian War to Boston Tea Party (or other significant event of resistance/rebellion)

Culminating Project: Unit exam, including multiple choice (MC) and free response questions (FRQ)

Unit Title: The Early 19th-Century (1800-1848)\_\_\_\_\_

Content: APUSH Time Period 4

Sample Assignment: APPARTS Document Analysis of primary source  
Culminating Project: Unit exam, including multiple choice (MC) and free response questions (FRQ)

Unit Title: Manifest Destiny, Sectionalism, Civil War, & Reconstruction  
(1844-1877)

Content: APUSH Time Period 5

Sample Assignment: Document analysis & writing a thesis  
Culminating Project: Unit exam, including multiple choice (MC) and free response questions (FRQ)

Unit Title: The Gilded Age & the Progressive Era (1865 - 1898)

Content: APUSH Time Period 6

Sample Assignment: One-pager to illustrate historical concept  
Culminating Project: Unit exam, including multiple choice (MC) and free response questions (FRQ)

Unit Title: The U.S. As An Emerging Imperial Power (1890 - 1945)

Content: APUSH Time Period 7

Sample Assignment: Document Based Question (DBQ) essay  
Culminating Project: Unit exam, including multiple choice (MC) and free response questions (FRQ)

Unit Title: The U.S. As A Superpower (1890 - present)  
Content: APUSH Time Periods 8 (1945-1980) & 9 (1980-present)

Sample Assignment: Long Essay Question (LEQ) response  
Culminating Project: AP Practice Exam

Unit Title: Post-AP Project  
Content: Review of all course content

Culminating Project: End-of-year project that demonstrates student understanding of major course themes

(Add additional units at the end)

4. Describe how this course integrates the schools SLO (former ESLRs- Expected School-wide Learning Results):

SLOs vary from site to site, but each site's SLOs include an emphasis on literacy. AP U.S. History addresses literacy by involving students in rigorous thinking, reading, and writing of primary and secondary sources across the chronological and thematic spectrum of U.S. History. Students who successfully complete this course will be better prepared for college-level literacy tasks, particularly in the humanities.

5. Describe the Integrated ELD teaching techniques to be used to meet the needs of English Language Learners:

Students complete assignments in peer groups. Students also have multiple opportunities to demonstrate content knowledge. Teachers scaffold difficult readings and provide academic vocabulary support. Teachers also scaffold historical thinking processes through a variety of differentiated approaches.

6. Describe the interdepartmental articulation process for this course:

In accordance with district policy, the course is open to enrollment and does not have prerequisites other than that students must be in 11th-grade. However, the social science department communicates with guidance and other academic departments throughout the year to ensure student success. Moreover, while any student who wishes to enroll may do so, recommendations from teachers in other departments are considered in recruiting efforts. The English department is an especially important partner, as this course requires extensive reading and writing. Other disciplines, however, are relevant in this course, as such topics as technology are central to the course. Students also analyze graphs and charts, which relates to their study in science and math.

7. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:

This course satisfies both social science graduation requirements and A-G requirements. As an AP course, it prepares students for college-level study in history. Students study the social sciences as a possible career path, and study examples of professionals in social services, law enforcement, education, civil service, law, and government. Additionally, students read the work of professional historians as they practice for the exam. Occupational concepts studied include the national marketplace, federal law, interstate commerce, and their roles as a consumer and producer in these systems. Job skills practiced include writing clear reports, understanding cause and effect, reading maps, research, use of appropriate software programs, word processing, and developing interpersonal job skills.

**8. Supplemental Materials of Instruction (Note: Materials of instruction for English Language Learners are required and should be listed below)**

Type of material (book, manual, periodical, article, website, primary source document, etc.)	Author	Publisher	Edition/Year	URL	Primary book, read in its entirety? (Y/N)
AP Classroom (website)		College Board		<a href="https://apclassroom.collegeboard.org/">https://apclassroom.collegeboard.org/</a>	N
Albert (website)		Learn By Doing		albert.io	N
A People's History of the United States (book)	Howard Zinn			N/A	N
AP US History Crash Course (book)		REA			N
AP US History		Princeton Review			N
AP US History flashcards (study guide)		Barron's			

## List of Textbooks Approved by Board of Trustees for AP U.S. History

The Board does not approve textbooks for AP courses; instead, the College Board approves AP syllabi in its yearly Course Audit.

Below is a list of examples of appropriate textbooks provided by the College Board at the website for AP U.S. History.

- Berkin, Carol, Christopher L. Miller, Robert W. Cherny, and James L. Gormly. *Making America: A History of the United States*. 7th edition. National Geographic Learning/Cengage Learning, 2015.
- Boyer, Paul S., Clifford E. Clark Jr., Karen Halttunen, Joseph F. Kett, Neal Salisbury, Harvard Stikoff, and Nancy Woloch. *The Enduring Vision, A History of the American People (AP Edition)*. 7th edition. National Geographic Learning/Cengage Learning, 2011.
- Brinkley, Alan. *American History: Connecting with the Past, Updated AP Edition*. 15th edition. McGraw-Hill Education, 2014.
- Corbett, P. Scott, Volker Janssen, John M. Lund, Todd Pfannestiel, Sylvie Waskiewiewicz, and Paul Vickery. *U.S. History*. OpenStax, 2014.
- Davidson, James West, Brian DeLay, Christine Leigh Heyman, Mark H. Lytle, and Michael B. Stoff. *Experience History, Interpreting America's Past*. 9th edition. McGraw-Hill Education, 2019.
- Faragher, John Mack, Mari Jo Buhle, Daniel Czitrom, and Susan H. Armitage. *Out of Many: A History of the American People*. 8th edition. Pearson, 2016.
- Fraser, James. *By the People: A History of the United States*. 2nd edition. Pearson, 2016.
- Henkin, David and Rebecca McLennan. *Becoming America, A History for the 21st Century*. 1st edition. McGraw-Hill Education, 2014.
- Henretta, James A., Eric Foner, Rebecca Edwards, and Robert O. Self. *American History, For the AP® Course*. 8th edition. Bedford/St. Martin's, 2014.
- Kennedy, David M., and Lizabeth Cohen. *The American Pageant*. 17th edition. National Geographic Learning/Cengage Learning, 2019.
- Locke, Joseph and Ben Wright, eds. *The American Yawp*. Stanford University Press, 2019.
- Murrin, John, Pekka Hämmäläinen, Paul E. Johnson, Denver Brunsman, James McPherson, Alice Fahs, Gary Gerstle, Emily S. Rosenberg, and Norman Rosenberg. *Liberty, Equality, Power: A History of the American People*. 7th edition. Cengage, 2015.
- Oakes, James, Michael McGerr, Jan Ellen Lewis, Nick Cullather, Jeanne Boydston, Mark Summers, Camilla Townsend, and Karen Dunak. *Of the People: A History of the United States*. 3rd edition. Oxford University Press, 2015.
- Foner, Eric. *Give Me Liberty, AP Edition*. 5th edition. W.W. Norton and Company, 2016.
- Shi, David E.. *America: A Narrative History*. 11th edition. W.W. Norton and Company, 2019.
- Stacy, Jason, and Ellington, Matthew, J. *Fabric of a Nation: A Brief History with Skills and Sources*. 1st edition. New York: Bedford/St. Martins/BFW, 2020.