

## *Impossible*

*Impossible is just a big word thrown around by small men who find it easier to live in the world they've been given than to explore the power they have to change it. Impossible is not a fact. It is an opinion. Impossible is not a declaration. It is a dare. Impossible is potential. Impossible is temporary. Impossible is nothing.*

# APUSH Course Syllabus

## Course Objectives

This course is designed to provide a yearlong college level course in preparation for passing the AP Exam in May. It is a two semester survey of American history from the Pre-Columbian Native American cultures to present day. Solid reading, writing, outlining, test taking skills, analytical skills, and a desire to devote personal time to study are needed to be successful in AP US History.

Themes chosen and organized by the AP College Board will be traced throughout the year and will be shown how their interconnectedness helped shape our unique American history. Just before the AP Exam, we will review using these themes in group presentations. The themes include: Identity, Work, Exchange, and Technology, Peopling, Politics and Power, America in the World, Environment and Geography, Ideas, Beliefs and Culture.

This year will be rigorous and require your dedication to pass the APUSH exam, but I know that we will become the honored few who are able to say we are in the **Hallowed Hall of APUSH**.

## Course Organization

This course will move at a very rapid pace, covering approximately 500 years of history in twelve months. To help stay on task the following activities will be utilized:

### **Additional Meetings**

We will be meeting during the summer, winter and spring breaks (Bull Sessions), and a Saturday in April for a mock exam. We will meet approximately ten times over the summer, four times over winter and three times over spring break. Each meeting will be three hours each and have reading quizzes, vocabulary quizzes, Cornell Notes and a project. Any quizzes not completed during the breaks may be made up during the first two-three weeks back at school. One mock exam will be given on a Saturday in April. Extra credit will be given for all meetings attended with signature on attendance sheet.

We will study our Pre and Post-Columbian America and Early Colonial America eras. During our Winter Break meetings, we will review the Early and Late Colonial eras. During our Spring Break meetings, we will review the Late Colonial and Early Republic eras.

### **Writing**

Approximately every two to three weeks we will have an in-class-essay. The first semester we will learn how to write Document Based Question essays, Long Essays and the three types of Short Answer Responses. First semester our weekly power points will support our writing in-class essays. Second semester we will vary our practice essays according to the classes' needs and will be given without lecture preparation.

### **Quizzes/Tests**

Daily reading quizzes (using legacy questions) will be given on the main text, *American Pageant* (outlines may be used on reading quizzes). On the day of each quiz an outline for that particular text will be turned in. On Thursday or Friday weekly vocabulary quizzes will be given. The AP US History course is divided into nine periods, which will establish the time periods for our unit exams.

### **Supplemental Readings**

After the AP exam we will be looking at America's role in the late 20<sup>th</sup> and 21<sup>st</sup> century through reading the graphic novel *The 9/11 Report*. Throughout the year we may

read various interpretations of history through essays written by classic and current historians, historiographies, archaeology and historical news articles and analyzing primary documents.

### **Homework/Classwork**

Beyond the standard reading outlines, additional homework may include supplemental text questions, annotating texts, analyzing primary documents, interpreting secondary sources, preparing study guides, worksheets and blogging. Usually homework will be given with enough time so students will be able to finish it according to their schedule.

### **Projects**

Projects will be used throughout the course to support what we are studying. The Group projects may include a skit, Six Degrees of APUSH Separation, posters, a press conference and power point presentations. At the end of the school year everyone will turn in their three inch binder with everything we have completed for the school year.

### **Participation**

Participation grades will be earned every 5 weeks. During class time participation points may be earned each time a student intelligently contributes to the discussion, helping out in class, etc. During zoom meetings, students may earn participation points each time they contribute to a discussion, either verbally or in the group chat (repeating a typed response does not qualify participation points). Broken mics does not excuse a student from participation.

### **Mr. Groven's Webpage**

Currently Mr. Groven posts his papers, assignments, etc. on his web page on the VHTPA website. All students receive one copy of papers in class. If you lose a copy of your vocabulary sheets, need additional copy of handouts, project papers, or if you just want to study from a digital copy please download them from Mr. Groven's web page. Please do not print off dozens of copies at VHTPA. Printing may be done in Mr. Groven's classroom

## **Course Instructional Materials**

### **Main Text**

Kennedy, David M. and Lizabeth Cohen. *The American Pageant: A History of the American People*. 16<sup>th</sup> ed. Boston: Cengage, 2019.

### **Secondary Supplemental Texts**

Jacobson, Sid and Ernie Colón. *The 9/11 Report: A Graphic Adaption*. New York: Hill and Wang, 2006.

## **Course Required Materials**

- Blue **or** Black **and** Red pen
- A #2 pencil (preferred) or mechanical pencil (with extra lead)
- Wite Out or Wite Tape
- Highlighter (any color)
- Loose leaf notebook paper
- USB Flash drive (at least 2GB)

- At least a 3-inch, three ring binder and a 1" three ring binder. Each binder must have 9 sections for notes, outlines, worksheets, essays (DBQs, LEs and Short Answer Response), reading questions, vocabulary lists and Bull Sessions, review sheets and projects.
  - The 1 inch binder needs to be brought to school every class meeting. Pop APUSH binder checks will be conducted throughout the school year.
  - The 3 inch binder should be left at home and papers should be transferred to it periodically for storage. This binder with all papers from the entire school year in it will be turned in for a grade at the end of the school year.

### **Course Grading**

The grading system for this class is a point system. The positive of a point system is that it is easy to calculate a grade and easy to raise a grade. The negative of a point system, is that it is easy for a grade to drop.

### **Grading Scale**

A	100%-90
B	89%-80%
C	79%-70%
D	69%-60%
F	Below 59%

### **Citizenship Marks**

We will follow the following rubrics for citizenship.

#### Work Habits

WORK HABITS	E	S	U
<b>Effort</b>	Demonstrates exceptional determination in accomplishing tasks and mastering standards.	Demonstrates determination in accomplishing tasks and mastering standards.	Demonstrates little determination in accomplishing tasks and mastering standards.
<b>Responsibility</b>	Accepts complete responsibility for personal actions and demonstrates honesty, fairness, and integrity.	Accepts responsibility for personal actions and frequently demonstrates honesty, fairness, and integrity.	Accepts little responsibility for personal actions.
<b>Attendance</b>	Maintains excellent attendance record by consistently avoiding unnecessary absences or tardies.	Maintains a satisfactory attendance record by avoiding unnecessary absences or tardies.	Makes little effort to maintain a satisfactory attendance record; is frequently absent or tardy without excuses.
<b>Evaluation</b>	Makes explicit effort to examine work using both teacher-generated and self-generated criteria.	Makes effort to examine work using teacher-generated criteria.	Makes use only of teacher-generated criteria to examine work on an inconsistent basis.

### **Cooperation**

COOPERATION	E	S	U
<b>Courtesy</b>	Maintains courteous relations with the teacher and other students and consistently works without disturbing others.	Demonstrates courteous relations with the teacher and other students and generally works without disturbing others.	Demonstrates discourteous behavior towards the teacher and other students and consistently lacks consideration for others.
<b>Conduct</b>	Obeys rules, respects public and personal property and actively promotes the general welfare.	Obeys rules, respects public and personal property and supports the general welfare.	Shows disregard for rules; has little respect for public and personal property and often opposes the general welfare.
<b>Improvement</b>	Assumes responsibility for personal improvement and rarely needs correction.	Tries to improve and usually accepts corrections in an objective manner.	Makes little attempt to improve and shows indifference or resistance to corrections.
<b>Class Relations</b>	Demonstrates leadership ability to work with others in a variety of situations to set and achieve goals.	Demonstrates ability to work with others in a variety of situations to set and achieve goals.	Demonstrates little ability to work with others in a variety of situations to set and achieve goals.

## **Late Work**

Late or absent work should be handed to Mr. Groven. Students may turn in work late, however the maximum possible grade decreases by ten percent each day an assignment is late. The number of days late are counted consecutively, includes school days we do not meet, except for weekends and holidays. The late work breakdown is as follows:

<u>Days Late</u>	<u>Highest % Possible</u>
1	90%
2	80%
3	70%
4	60%
5	50%, etc.

If the number of days late is not written on the top of the assignment or “Absent” is not written at the top of the assignment it will be graded based on 60% credit. Mr. Groven does not accept assignments uploaded to Schoology.

Late work will not be accepted the last two weeks of the fall semester or after the AP Exam in the spring semester. Absent work will only be accepted the last two weeks of the semester for an illness and if Mr. Groven receives a note stating the absence was from an illness from a parent/guardian.

Make up quizzes/tests cannot be made up during class time or nutrition. An appointment will be needed to make up a quiz/test during a free period, lunch or after school. A grade penalty will be earned for each missed make up test/quiz appointment. Students will have a chance to make up a quiz, exam or essay while Distance Learning at the appointed time Mr. Groven creates.

Assignments may not be redone to change a grade.

Progress report grades (5 week and 15 week) will not be rounded up. Grades for report cards (10 week and 20 week) will be rounded using math rules to the tenths place. Thus, if a student earns a 79.4% then they will have earned a C grade however, if a student earns a 79.5% then they will have earned a B grade.

## **Extra Credit**

Extra credit will be earned for attending AP Bull Sessions during the summer, winter and spring breaks as well the April mock AP exam. Attendance to Bull Sessions and practice exams will be based on the daily attendance sign in sheet. Partial attendance to Bull Sessions and practice exams will result in earning partial extra credit.

## **Classroom Management**

### **Groven's Laws (Face to Face)**

- Adhere to Vladovic Harbor Teacher Preparation Academy's code of conduct.
- No food or drinks in the classroom, at any time.
- Hats may not be worn in class or they will go to the Wishing Field.
- Students must be in their assigned seat, ready to work at the beginning of class.
- Recording of lectures or any part of Mr. Groven's class is not allowed.
- Respect each other and the classroom – no name calling or profanity.

- Listen to what others have to say and respond to each other with truth, grace and mercy
- Disagree in agreeable ways
- Respect the classroom – please use the student staplers, three hole punches, tape dispensers at appropriate times and pick up any trash left in the classroom.
- No electronic equipment (If ipods, ipads, iwatches, smartwatches, laptops, MP3/MP4 players, cell, smart phones, AI apps, etc.).
- Using ChatGPT or any Artificial Intelligence (AI) for writing is not allowed in Mr. Groven's class. Using AI for writing is considered plagiarism (see Academic Integrity section).
- At the end of the period, all students are to remain seated, until Mr. Groven dismisses the class.
- Each student has three hall passes per semester. Unused hall passes do not carry over to the next semester. Please use your passes wisely.

### **Groven's Laws (Distance Learning)**

- Adhere to Vladovic Harbor Teacher's Preparation Academy's code of conduct.
- Respect each other and the classroom – no name calling or profanity.
  - Listen to what others have to say and respond to each other with truth, grace and mercy
  - Disagree in agreeable ways
- Recording of lectures or any part of Mr. Groven's class is not allowed.
- Links and zip files may not be uploaded for credit; actual homework documents must be uploaded to Schoology
- Broken mics does not excuse a student from participation. Students may type in the zoom group chat to participate.
- All students are to remain in the zoom class until Mr. Groven dismisses the zoom class or permission is granted for the individual student.

### **Attendance & Tardiness**

Regular attendance is an absolute necessity for an AP class. This class is run at the rigor of a college class, has daily reading quizzes and students usually score much lower on make-up quizzes.

LAUSD policy states that any absence over 5 consecutive days will only be excused with a valid doctor's note. Bereavement is only excused for up to five days with evidence of the passing (obituary, program from funeral, etc.) and can only be claimed for immediate family (parent or sibling only). Any prolonged absence over five days for any other reason is NOT excused, and a student will not be allowed to make up any work missed.

We are on a block schedule and missing one day of class is equal to missing two days due to block scheduling. The following procedures will be followed for tardiness.

1<sup>st</sup> tardy = verbal warning

2<sup>nd</sup> tardy = call or email home

3<sup>rd</sup> tardy = reflection hour

4<sup>th</sup> tardy = parent conference (U in citizenship)

### **Movies/Video Clips**

Occasionally we will view a video clip that may come from a PG, PG-13 or R rated movie. These will be chosen with the utmost care for their historical significance to illustrate a lesson. After the AP exam we take a break from working the previous twelve months and watch a historically relevant movie. The movie will be chosen with the utmost care.

## Academic Integrity

According to Mary Rampolla in her work, *A Pocket Guide to Writing in History*, “(p)lagarsim is the act of taking the words, ideas, or research of another person (*or AI*) and putting them forward without citation as if they were their own. It is intellectual theft and a clear violation of the code ethics and behavior that most academic institutions (including VHTPA) have established to regulate the scholastic conduct of their members.” Thus, each time a student places their name on a piece of homework, classwork, extra credit, project, quiz or an exam it signifies that they have created an original piece of work. Using Artificial Intelligence for writing is considered plagiarism. A machine created the piece of writing and the student is claiming credit for it. The issue of plagiarism and cheating is the integrity of the work and the honor of the student. Thus, if a student cheats or plagiarizes then they have committed intellectual theft.

The consequences for cheating/plagiarism are 1) the student will receive a zero on the assignment, 2) a lecture on academic integrity, 3) have their parents or guardian sign the following cheating letter, 4) Mr. Groven will not write a college letter of recommendation for any college or scholarship and 5 the student will receive a “U” in cooperation and work habits citizenship.



Los Angeles Unified School District  
**Dr. Richard A. Vladovic**  
**Harbor Teacher Preparation Academy**  
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 (310) 834-3932 Fax (310) 834-4194  
*Gold Ribbon Award*  
*National Blue Ribbon School 2017*

Alberto M. Carvalho  
 Superintendent of Schools

Andre Spicer  
 Superintendent, ESC South

Desiree Montoya  
 Principal



Dear Parent/Guardian of \_\_\_\_\_,

The issue of cheating or plagiarism has come up concerning your sons'/daughter' \_\_\_\_\_ (insert assignment name). The evidence for the issue of cheating is attached.

According to Mary Rampolla in her work, *A Pocket Guide to Writing in History*, “(p)lagiarism is the act of taking the words, ideas, or research of another person (or AI) and putting them forward without citation as if they were their own. It is intellectual theft and a clear violation of the code ethics and behavior that most academic institutions (including VHTPA) have established to regulate the scholastic conduct of their members.” Thus, each time a student places their name on a piece of homework, classwork, extra credit, project, quiz or an exam it signifies that they have created an original piece of work. Using Artificial Intelligence for writing is considered plagiarism. A machine created the piece of writing and a student is claiming credit for it. The issue of plagiarism/cheating is the integrity of the work and the honor of the student. Thus, if a student cheats or plagiarizes then they have committed intellectual theft.

As stated in Mr. Groven's syllabus, the consequences for cheating/plagiarism are that the student will receive a zero on the assignment, a lecture on academic integrity, have their parents/guardian sign this cheating letter, Mr. Groven will not write a college letter of recommendation for any college or scholarship and your son/daughter will receive a “U” in citizenship.

Finally, it is recommended reviewing Turnitins' “White Paper Plagiarism Spectrum” on Mr. Groven's website.

Sincerely,

*Mr. Groven*

\_\_\_\_\_  
 Student Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Parent Signature

\_\_\_\_\_  
 Date

## Course Outline

### Pre-Summer Meeting

Review Syllabus A, check out textbooks, our summer meeting schedule, how to outline our textbook, reading quizzes and vocab quizzes.

## **Period 1: 1491-1607**

### Summer Meetings

#### **Summer First Meeting**

**American Pageant (AP):** Chapter 1: The New World Beginnings

**AP Reading Content:** The Geology of the New World, Native Americans Before Columbus, Europeans and Africans

#### **Lecture/Discussion Themes**

- Pre-Columbus America and Africa

**Assessment:** American Pageant: Reading Quiz #1 (pages 4-13)

**Project:** Students will create map comparing how geography helped form Native American culture groups.

#### **Summer Second Meeting**

**American Pageant (AP):** Chapter 1: The New World Beginnings

AP Reading Content: Columbus and Early Explorers, Ecological Consequences of Columbus' Discovery, Conquest of Mexico, Spain Builds a New World Empire

**Secondary Source:** *Lost City of Discovery*

#### **Lecture/Discussion Themes**

- Pre-Columbia America and Africa

**Assessment:** American Pageant: Reading Quiz #2 (pages 14-22)

**Project:** Student's will create a comparative study guide of French, British and Spanish colonization patterns and their relationships with Native American Indian Tribes.

## **Period 2: 1607-1754**

### **Summer Third Meeting**

#### **Lecture/Discussion Themes**

- The Black Legend vs the White Legend

**Assessment:** Vocabulary Quiz #1 (1-35)

#### **Summer Fourth Meeting**

#### **Lecture/Discussion Themes**

- Power Shift – English Reformation

**Assessment:** Reading Quiz #3 - Native American Map

#### **Summer Fifth Meeting**

**American Pageant (AP):** Chapter 2: The Painting of English America

**AP Reading Content:** England on the Eve of Empire, Expansion of Elizabethan England, Planting of Jamestown, English Settlers and Native Americans, Growth of Virginia and Maryland, Carolinas and Georgia

**Lecture/Discussion Themes**

- Religious Freedom – Plymouth Colony & Pilgrims

**Secondary Source:** *How Capitalism Saved the Pilgrims*

**Assessment:** American Pageant: Reading Quiz #4 (pages 25-39)

**Project:** Colonial skit on the reasons why immigrants choose either New England, Middle or Southern colonies and individual project creating a broadside, persuasive letter or a tri-fold brochure

**Summer Sixth Meeting**

**American Pageant (AP):** Chapter 3: Settling the Northern Colonies

**AP Reading Content:** Puritan Faith, Plymouth Colony 1620, Puritan Commonwealth of Massachusetts Bay Colony 1630, Rhode Island, Connecticut and New Hampshire, Puritans and Indians

**Lecture/Discussion Themes**

- Chesapeake Colonies - Jamestown

**Assessment:** American Pageant: Reading Quiz #5 (pages 42-54 – do not include Penn’s Holy Experiment in Pennsylvania)

**Project:** Choose region for skit, individual project and write skit notes

**Summer Seventh Meeting**

**Lecture/Discussion Themes**

- Massachusetts Bay Colony – Puritans

**Assessment:** Vocabulary Quiz #2 (36-70)

**Project:** Write skit

**Summer Eighth Meeting**

**American Pageant (AP):** Chapter 3: Settling the Northern Colonies

**AP Reading Content:** The Confederation and Dominion of New England 1686-1689, New Netherlands becomes New York, Pennsylvania the Quaker Colony, New Jersey and Delaware

**Assessment:** American Pageant: Reading Quiz #6 (pages 54-64; start with Penn’s Holy Experiment in Pennsylvania)

**Project:** Write skit

**Summer Ninth Meeting**

**American Pageant (AP):** Chapter 4: American Life in the 17<sup>th</sup> Century

**AP Reading Content:** Life and Labor in Chesapeake Tobacco Region, Indentured Servants and Bacon’s Rebellion in Virginia, Spread of Slavery, African American Culture, Families in New England, Declining Puritan Piety, Salem Witchcraft Trials, Daily Life in the Colonies

**Assessment:** American Pageant: Reading Quiz #7 (pages 64-76)

**Project:** Present skits

**Summer Tenth Meeting**

**American Pageant (AP):** Chapter 5: Colonial Society on the Eve of Revolution

**AP Reading Content:** Immigration and Population Growth, African American Culture, Colonial social structure, Earning a Living, Atlantic Economy

**Assessment:** American Pageant: Reading Quiz #8 (pages 78-88; do not include Horse and Sailpower), Vocabulary Quiz #3 (71-105)

**Project:** Present skits

*Any quizzes not completed during summer Bull Sessions may be made up during the first three weeks of school.*

## **Period 3: 1754-1800**

### **Fall Week 1**

**American Pageant (AP):** Chapter 5: Colonial Society on the Eve of Revolution

**AP Reading Content:** Role of Religion, Great Awakening of the 1730s, Education and Culture, Politics and the Press, Colonial Folkways

**Assessment:** American Pageant: Reading Quiz #9 (pages 88-99; start with Horse and Sailpower), Vocabulary Quiz #4 (106-140)

### **Fall Week 2**

**American Pageant (AP):** Chapter 6: The Duel for North America

**AP Reading Content:** New France, Fur Traders and Indians, Anglo-French Colonial Rivalries, Europe, America, and the First World Wars, Seven Years War, Pontiac's Uprising and the Proclamation of 1763

**Lecture/Discussion Themes:**

- American Revolution - Background

**Assessment:** American Pageant: Reading Quiz #10 (pages 101-115), Vocabulary Quiz #5 (141-175) Period 1 & 2 Exam

**Writing:** DBQ Practice – Simplified DBQ Who Fired the First Shot?

### **Fall Week 3**

**American Pageant (AP):** Chapter 7 and 8: The Road to Revolution and America Secedes from the Empire

**AP Reading Content:** (7) Roots of Revolution, Merits and Menace of Mercantilism, Stamp Act Crisis, Townshend Acts, Boston Tea Party, Intolerable Acts and the Continental Congress, Lexington and Concord and the Gathering Clouds of War, Rebel Army, (8) Early Skirmishes, American “Republicanism”, Declaration of Independence, Patriots and Loyalists, Fighting Fronts, French Alliance, Yorktown, Peace of Paris

**Lecture/Discussion Themes**

- Impact of American Revolution

**Secondary Source:** *The Girls Behind the Guns* by Fairfax Downey OR

**Secondary Source:** *Common Sense* by Bernard Bailyn

**Assessment:** American Pageant: Reading Quiz #11 (pages 117-133), Reading Quiz #12 (pages 135-148)

**Writing:** DBQ Practice American Revolution – (Context & Thesis)

## **Period 4: 1800-1848**

### **Fall Week 4**

**American Pageant (AP):** Chapter 8 & 9: America Secedes from the Empire and The Confederation

**AP Reading Content:** (8) French Alliance, Yorktown, Peace of Paris, (9) Changing Political Sentiments, New State Constitutions, Economic Troubles, Articles of Confederation, Northwest Ordinance, Shay's Rebellion, Constitutional Convention, Ratifying the Constitution

**American Pageant (AP):** Chapter 10-11 – Launching the New Ship of State, The Triumphs and Travails of the Jeffersonian Republic

**Assessment:** American Pageant: Reading Quiz #13 (pages 148-167), Reading Quiz #14 (pages 168-180), Vocabulary Quiz #6 (176-210)

**Writing:** DBQ Practice – American Revolution (Body - Citing a Document & Evidence, HIPP) (Conclusion - Complexity)

## Fall Week 5

**American Pageant (AP):** Chapter 10: Launching the New Ship of State

**AP Reading Content:** Problems of the Young Republic, First Presidency, Bill of Rights, Hamilton's Economic Policies, Emergence of Political Parties, Impact of the French Revolution

### Lecture/Discussion Themes

- Go West Young Man!

**Assessment:** American Pageant: Reading Quiz #15 (50 States), Reading Quiz #16 (Bill of Rights +11 Amendment), Reading Quiz #17 (pages 182-195; do not include Jay's Treaty and Washington's Farewell Address), Vocabulary Quiz #7 (211-245)

**Writing:** DBQ Practice – American Revolution (Putting it all Together)

## Fall Week 6

**American Pageant (AP):** Chapter 10-12: Launching the New Ship of State, The Triumph and Travails of the Jeffersonian Republic, The Second War for Independence and the Upsurge of Nationalism

**AP Reading Content:** (10) Jay's Treaty and Washington's Farewell Address, President Adams Keeps the Peace, Alien and Sedition Acts, Federalists vs. Republicans, (11) Revolution of 1800, Jeffersonian Presidency, John Marshall and the Supreme Court, Barbary Pirates, Louisiana Purchase, Anglo-French War, Embargo, Madison Gambles with Napoleon, Battle with the Shawnees, A Declaration of War, (12) Invasion of Canada, War on Land and Sea, Treaty of Ghent, Hartford Convention, New National Identity, "The American System", James Monroe and the Era of Good Feelings, Westward Expansion, Missouri Compromise

### Lecture/Discussion Themes

- Sectionalism and the West

**Assessment:** American Pageant: Reading Quiz #18 (pages 195-210; start with Jay's Treaty and Washington's Farewell Address), Reading Quiz #19 (pages 210-224), Reading Quiz #20 (pages 226-240; do not include Judicial Dikes Against Democratic Excesses), Vocabulary Quiz #8 (246-280)

## Period 5: 1844-1877

### Fall Week 7

**American Pageant (AP):** Chapter 12-14: The Second War for Independence and the Upsurge of Nationalism, The Rise of Mass Democracy, Forging the National Economy

**AP Reading Content:** (12) The Supreme Court under John Marshall, Oregon and Florida, Monroe Doctrine, (13) Corrupt Bargain of 1824, Presidency of John Quincy Adams, Triumph of Andrew Jackson, Spoils System, Tariff of Abominations, South Carolina Nullification Crisis, Removal of the Indians from the Southeast, Jackson's War on the Bank of the United States, Emergence of the Whig Party, Martin Van Buren in the White House, Revolution in Texas, William Henry Harrison's "Log Cabin" Campaign, Mass Democracy and the Two-Party System (14) Westward Movement, European Immigration, Irish and Germans, Nativism and Assimilation, Coming of the Factory System, Women and the Economy,

#### **Lecture/Discussion Themes**

- Jacksonian Democracy Established

**Assessment:** American Pageant: Reading Quiz #21 (pages 240-258; start with Judicial Dikes Against Democratic Excesses; do not include The Trail of Tears), Reading Quiz #22 (pages 258-276; start with Trail of Tears), Reading Quiz #23 (pages 278-296; do not include Western Farmers Reap a Revolution in the Fields), Vocabulary Quiz #9 (281-315)

**Writing:** SAR - Jacksonianism

### **Fall Week 8**

**American Pageant (AP):** Chapters 14-15: Forging the National Economy and The Ferment of Reform and Culture

(14) Ripening of Commercial Agriculture, Transportation Revolution, Continental Economy, (15) Religious Revivals, Mormons, Educational Advances, Roots of Reform, Temperance, Women's Roles and Women's Rights, Utopian Experiments, Scientific Progress, Artistic Expression, National Literature, Transcendentalism, Poets, Novelists and Historians Response

#### **Lecture/Discussion Themes**

- Jacksonian Democrats

**Secondary Source:** *The Youngest Pioneers* by Elliot West

**Assessment:** American Pageant: Reading Quiz #24 (pages 296-306 start with Western Farmers Reap a Revolution in the Fields), Reading Quiz #25 (pages 309-320), Reading Quiz #26 (pages 321-335), Vocabulary Quiz #10 (316-350)

### **Period 6: 1865-1900**

#### **Fall Week 9**

**American Pageant (AP):** Chapters 16: The South and the Slave Controversy

**AP Reading Content:** (16) Economy of the Cotton Kingdom, Southern Social Structure, Poor Whites and Free Blacks, Plantation System, Life under Slavery, Abolitionist Crusade

**Assessment:** American Pageant: Period 3 & 4 Exam, Reading Quiz #27 (pages 340-354), Vocabulary Quiz #11 (351-385)

**Writing:** YARNS!

#### **Fall Week 10**

**American Pageant (AP):** Chapters 16-18: The South and the Slave Controversy, Manifest Destiny and Its Legacy, Renewing the Sectional Struggle and Drifting Toward Disunion

(16) White Southern Response, Abolition and the Northern Conscience (17) "Tyler Too" Becomes President, Fixing the Maine Boundary, Annexation of Texas, Oregon Fever, James K. Polk the "Dark Horse" of 1844, War with Mexico, (18) "Popular Sovereignty", Zachary Taylor and California Statehood, Underground Railroad, Compromise of 1850, Fugitive Slave Law

#### **Lecture/Discussion Themes**

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**Assessment:** American Pageant: Reading Quiz #28 (pages 355-368; do not include Oregon Fever Populates Oregon), Reading Quiz #29 (pages 368-379; start with Oregon Fever Populates Oregon), Reading Quiz #30 (pages 381-393; do not include The Allure of Asia), Vocabulary Quiz #12 (386-420)

**Writing:** SAR - Mexican-American War & Manifest Destiny

### **Fall Week 11**

**American Pageant (AP):** Chapter 18-20: Renewing the Sectional Struggle and Drifting Toward Disunion and Girding for War: The North and the South

(18) President Pierce and Expansion, Senator Douglas and the Kansas-Nebraska Act, (19) *Uncle Tom's Cabin* and the Spread of Abolition Sentiment in the North, Contest for Kansas, Election of James Buchanan, *The Dred Scott Case*, Financial Panic of 1857, Lincoln-Douglas Debates, John Brown's Raid on Harper's Ferry, Lincoln and Republican Victory, Secession, (20) Attack on Fort Sumter, Crucial Border States, Balance of Forces, Threat of European Intervention, Importance of Diplomacy, Lincoln and Civil Liberties, Men in Uniform, Financing the Blue and Grey, Economic Impact of the War, Women and the War, Fate of the South

#### **Lecture/Discussion Themes**

- Wild, Wild West

**Secondary Source:** *How the Frontier Shaped the American Character* by David Donald

**Assessment:** American Pageant: Reading Quiz #31 (pages 393-407; start with the Allure of Asia; do not include The Financial Crash of 1857), Reading Quiz #32 (pages 407-419; start with the Financial Crash of 1857), Reading Quiz #33 (pages 421-433; do not include Volunteers and Draftees: North and South), Vocabulary Quiz #13 (421-455)

### **Fall Week 12**

**American Pageant (AP):** Chapters 20-22: Girding for War: The North and the South, The Furnace of Civil War, The Ordeal of Reconstruction

**AP Reading Content:** (20) Men in Uniform, Financing the Blue and Grey, Economic Impact of the War, Women and the War, Fate of the South (21) Bull Run Ends the "90 Day War", Peninsula Campaign, Union Wages Total War, War at Sea, Antietam, Emancipation Proclamation, Black Soldiers, Confederate High Tide at Gettysburg, War in the West, Sherman Marches through Georgia, Politics in Wartime, Appomattox, Assassination of Lincoln, Legacy of War (22) Defeated South, Freed Slaves, President Johnson's Reconstruction Policies

#### **Lecture/Discussion Themes**

- Cross of Gold
- Wizard of Oz and the Gilded Age

**Assessment:** American Pageant: Reading Quiz #34 (pages 433-447; start with Volunteers and Draftees: North and South), Reading Quiz #35 (pages 448-463), Reading Quiz #36 (pages 465-477), Vocabulary Quiz #14 (465-490)

## Period 7: 1890-1945

### Fall Week 13

**American Pageant (AP):** Chapters 22-23: The Ordeal of Reconstruction and Political Paralysis in the Gilded Age

**AP Reading Content:** (22) Black Codes, Congressional Reconstruction Policies, Johnson Clashes with Congress, Military Reconstruction, Freed People Enter Politics, “Black Reconstruction” and the Ku Klux Klan, Impeachment of Andrew Johnson, Legacy of Reconstruction (23) Ulysses S. Grant – Soldier President, Corruption and Reform in post-Civil War Era, Depression of the 1870s, Political Parties and Partisans, Compromise of 1877 and the End of Reconstruction, Emergence of Jim Crow, Class Conflict and Ethnic Clashes, Grover Cleveland and the Tariff, Benjamin Harrison and the “Billion Dollar Congress”, Homestead Strike, Populists, Depression and Dissent

**Assessment:** American Pageant: Reading Quiz #37 (pages 478-495; do not include The Birth of Jim Crow in the Reconstruction South), Reading Quiz #38 (pages 495-510; start with The Birth of Jim Crow in the Reconstruction South), Vocabulary Quiz #15 (524-537)

**Writing:** SAR – Populism & Farmers

### Fall Week 14

**American Pageant (AP):** Chapter 24: Industry Comes of Age, America Moves to the City

**AP Reading Content:** (24) Railroad Boom, Speculators and Financiers, Early Efforts at Government Regulation, Rise of Mass Production, Lords of Industry, Gospel of Wealth, Reining in the Trusts, Industry in the South, Laboring Classes, Rise of Trade Unions

#### Lecture/Discussion Themes

- OUT Foreign Policy of the Long Century

**Secondary Source:** *The Needless War with Spain* by William Leuchtenberg

**Assessment:** American Pageant: Reading Quiz #39 (pages 512-524; do not include the Gospel of Wealth), Reading Quiz #40 (pages 524-537; start with the Gospel of Wealth), Vocabulary Quiz #16 (526-560)

### Fall Week 15

**American Pageant (AP):** Chapter 25: America Moves to the City

**AP Reading Content:** (25) The Rise of the City, “New Immigrants”, Settlement Houses and Social Workers, Nativists and Immigration Restriction, Churches in the City, Evolution and Education, Booker T. Washington and W.E.B. DuBois, Growth of Higher Education, Reading Public, “New Woman” and the New Morality, Realism Reshapes American Literature, Art and Architecture, Commercialization of Popular Entertainment

#### Lecture/Discussion Themes

- OUT Foreign Policy of the Long Century cont'

**Assessment:** Period 5 & 6 Exam, American Pageant: Reading Quiz #41 (pages 539-555 do not include The Hallowed Halls of Ivy), Reading Quiz #42 (pages 555-571; start with the Hallowed Halls of Ivy), Vocabulary Quiz #17 (561-595)

**Writing:** Long Essay – WW I and Foreign Policy

**Project:** Progressive Press Conference

## Fall Week 16

**American Pageant (AP):** Chapter 26-27: The Great West and Agricultural Revolution and Empire and Expansion

**AP Reading Content:** (26) Conquest of the Indians, Mining and Cattle Frontiers, Free Lands and Fraud Fading Frontier, Industrialization of Agriculture, Farmer's Protest, People's Party, Workers in Revolt, Bryan vs. McKinley, (27) Sources of American Expansion, Hawaiian Question, Spanish-American War, Invasion of Cuba, Acquiring Puerto Rico and the Philippines,

**Secondary Source:** *How the Frontier Shaped the American Character* by David Donald

### Lecture/Discussion Themes

- OUT From Individual Responsibility to Government's Responsibility

**Assessment:** American Pageant: Reading Quiz #43 (pages 574-588; do not include The Fading Frontier), Reading Quiz #44 (pages 588-604 start with The Fading Frontier), Reading Quiz #45 (pages 607-620 do not include New Horizons in Two Hemispheres), Vocabulary Quiz #18 (596-630)

## Fall Week 17

### Lecture/Discussion Themes

- OUT Foreign Policy of the Long Century

**Assessment:** Vocabulary Quiz #19 (631-665), Vocabulary Quiz #20 (666-700)

## Winter Break (3 weeks)

Through group AVID tutorial sessions students will use textbooks, study guides and the internet to answer former Long Essay questions that range from the Early Colonial era to the Late Colonial era. Students will also review material through a class game of Jeopardy.

## Winter First Meeting

### Lecture/Discussion Themes

- Chesapeake Bay Colonies - Review

**Assessment:** Vocabulary Quiz #21 (701-735)

**Project:** Jeopardy Review

## Winter Second Meeting

### Lecture/Discussion Themes

- Bacon's Rebellion – Labor in the New World

**Assessment:** Vocabulary Quiz #22 (736-770)

**Project:** Jeopardy Review

## Winter Third Meeting

### Lecture/Discussion Themes

- Puritan Dissenters

**Assessment:** Vocabulary Quiz #23 (771-805)

**Project:** Jeopardy Review

*Any quizzes not completed during winter Bull Sessions may be made up during the first two weeks of school.*

## Spring Week 1

**American Pageant (AP):** Chapter 27-28: Empire and Expansion and Progressivism and the Republican Roosevelt

**AP Reading Content:** (27) Crushing the Filipino Rebellion, Open Door in China, Theodore Roosevelt Becomes President, Panama Canal, Roosevelt on the World Stage, (28) Campaigning Against Social Injustice, Muckrakers, Politics of Progressivism, Women Battle for Reform and Against the Saloon, Roosevelt Labor and Trusts, Consumer Protection, Conservation, Roosevelt's Legacy, Troubled Presidency of William Howard Taft, Election of 1912, New Freedom vs. New Nationalism

### Lecture/Discussion Themes

- Individual Responsibility to Government Responsibility

**Assessment:** American Pageant: Reading Quiz #46 (pages 620-633 start with New Horizons in Two Hemispheres), Reading Quiz #447 (pages 638-650; do not include Caring for the Consumer), Reading Quiz #48 (pages 650-661; start with Caring for the Consumer), Vocabulary Quiz #24 (806-840)

**Writing:** Long Essay – Great Depression & Federal Government

## Spring Week 2

**American Pageant (AP):** Chapters 29-30: Wilsonian Progressivism in Peace and War, and American Life in the Roaring Twenties

**AP Reading Content:** (29) Wilson, the Idealist, Tackling the Tariff, the Banks and the Trusts, Wilson's diplomacy with in the Western Hemisphere, War in Europe and American Neutrality, Reelection of Wilson, America Goes to War, Wilsonian Idealism and the Fourteen Points, Propaganda and Civil Liberties, Workers, Blacks, and Women on the Home Front, United States Fights in France, Peacemaking at Paris and the League of Nations, Senate Rejects the Versailles Treaty, (30) "Red Scare", KKK Returns, Immigration Restriction, Prohibition and Gangsterism, Scopes Trial, Mass Consumption Economy, Automobile Age

### Lecture/Discussion Themes

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**Assessment:** American Pageant: Reading Quiz #49 (pages 663-676), Reading Quiz #50 (pages 676-690), Reading Quiz #51 (pages 692-704; do not include The Advent of the Golden Age), Vocabulary Quiz #25 (841-875)

## Spring Week 3

**American Pageant (AP):** Chapter 30-31: American Life in the "Roaring Twenties" and The Politics of Boom and Bust

**AP Reading Content:** (30) Radio and The Movies, Modernism Molds Jazz Age Literature and Culture, Economic Boom and Bust, (31) Republicans Return to Power, Disarmament and Isolation, Harding Scandals, Calvin Coolidge's Foreign Policies, International Debt Snarl, Herbert Hoover - Cautious Progressive, Great Crash, Hoover and the Great Depression, Aggression in Asia, "Good Neighbors" in Latin America

### Lecture/Discussion Themes

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**Assessment:** American Pageant: Reading Quiz #52 (pages 704-717; start with The Advent of the Golden Age), Reading Quiz #53 (pages 720-729), Reading Quiz #54 (pages 730-740), Vocabulary Quiz #26 (876-910)

## Spring Week 4

**American Pageant (AP):** Chapters 32-33: The Great Depression and the New Deal and Franklin D. Roosevelt and the Shadow of War

**AP Reading Content:** (32) Franklin D. Roosevelt as President, Hundred Days Congress, Relief, Recovery and Reform, Depression and Demagogues, Women in Public Life, National Recovery Administration, Aid for Agriculture, Dust Bowl and the Tennessee Valley Authority, Housing and Social Security, A New Deal for Labor, Election of 1936, Supreme Court Fight, New Deal Assessed, (33) Roosevelt's Early Foreign Policies, German, Japanese and Italian Aggression, Neutrality Acts, Spanish Civil War, Isolation and Appeasement, Horrors of the Holocaust, France Falls and Britain Totters,

### Lecture/Discussion Themes

- Growth of the Federal Government

**Assessment:** American Pageant: Reading Quiz #55 (pages 742-755; do not include Dust Bowls and Black Blizzards), Reading Quiz #56 (pages 755-767; start with Dust Bowl and Black Blizzards), Reading Quiz #57 (pages 769-779; do not include Refugees from the Holocaust), Vocabulary Quiz #27 (911-945)

## Period 8: 1945-1989

### Spring Week 5

**American Pageant (AP):** Chapters 33-34: Franklin D. Roosevelt and the Shadow of War, America in World War II

**AP Reading Content:** (33) FDR's Historic Third Term, Lend-Lease Act and the Atlantic Charter, Japanese Attack on Pearl Harbor (34) Shock of War, Internment of Japanese Americans, Mobilizing the Economy, Women in Wartime, War's effect on African Americans, Native Americans and Mexican Americans, Economic Impact of the War, Turning the Japanese Tide in the Pacific, Campaigns in North Africa and Italy, D-Day in France, Germany Surrenders, Atomic Bombing of Hiroshima and Nagasaki, V-J Day

### Lecture/Discussion Themes

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**Assessment:** American Pageant: Reading Quiz #58 (pages 779-787; start with Refugees from the Holocaust), Reading Quiz #59 (pages 789-802; do not include A Second Front from North Africa), Reading Quiz #60 (pages 802-816; start with A Second Front from North Africa), Vocabulary Quiz #28 (946-980)

**Writing:** DBQ – Various Time Periods

### Spring Week 6

**American Pageant (AP):** Chapter 35: The Cold War Begins

**AP Reading Content:** (35) Harry S. Truman as President, Origins of the Cold War, United Nations and the Postwar World, Communism and Containment, Truman Doctrine-Marshall Plan and NATO, Domestic Anti-Communism and the Menace of McCarthyism, Korean War, Domestic Policy in the Truman Years, Postwar Prosperity, "Sunbelt" and the Suburbs, Postwar Baby Boom

### Lecture/Discussion Themes

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**Assessment:** American Pageant: Reading Quiz #61 (pages 820-834; do not include The Military Seesaw in Korea), Reading Quiz #62 (pages 834-847; start with the Military Seesaw in Korea), Vocabulary Quiz #29 (981-1015)

## Spring Week 7

**American Pageant (AP):** Chapters 36: American Zenith

**AP Reading Content:** (36) Affluent America, Working Women and Feminism, Consumer culture in the 1950s, Election of Dwight D. Eisenhower, Desegregation and the Civil Rights Revolution, Eisenhower Republicanism, Cold War Crises

### Lecture/Discussion Themes

- Watergate or Vietnam War

**Assessment:** Period 7 Exam, American Pageant: Reading Quiz #63 (pages 850-865; do not include Round Two for Ike), Vocabulary Quiz #30 (1016-1050)

**Writing:** DBQ – Various Time Periods

## Spring Week 8

**American Pageant (AP):** Chapters 36-37: American Zenith and The Stormy Sixties (36) Space Race and Arms Race, Election of John F. Kennedy, Postwar Writers, Painters and Architects, Kennedy's New Frontier, "Flexible Response" and the Vietnam Quagmire, Bay of Pigs Invasion and the Cuban Missile Crisis, Struggle for Civil Rights, Kennedy Assassinated, (37) Lyndon Baines Johnson Takes Charge, Johnson vs. Goldwater, Great Society, Civil Rights Revolution Explodes, Vietnam Disaster, Election of Richard Nixon, Cultural Upheavals of the 1960s, Nixon and Vietnam, New Policies Toward China and the Soviet Union, Nixon on the Home Front, Nixon Trounces McGovern, Israelis, Arabs and Oil

### Lecture/Discussion Themes

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**Secondary Source:** *The Week the World Watched Selma* by Stephen B. Oates OR

**Secondary Source:** *The U.S. and Castro* by Hugh Thomas

**Assessment:** American Pageant: Reading Quiz #64 (pages 865-881; start with Round Two for Ike), Reading Quiz #65 (pages 884-895; do not include The Cultural Upheaval of the Sixties), Reading Quiz #66 (pages 895-908; start with The Cultural Upheaval of the Sixties), Vocabulary Quiz #31 (1051-1085)

## Spring Week 9

**American Pageant (AP):** Chapter 38-39: Challenges to Postwar Order and Resurgence of Conservatism

**AP Reading Content:** (38) Watergate Scandal and Nixon's Resignation, Politics of Stagflation, Gerald Ford's Foreign Policy, Feminism, Desegregation and Affirmative Action, Election of Jimmy Carter, Energy Crisis and Inflation, Political Turn Toward the Market, Iranian Hostage Humiliation, (39) "New Right" and Reagan's Election, Budget Battles and Tax Cuts, Reagan and the Soviets, Mikhail Gorbachev-Ronald Reagan and the Thawing of the cold War, Iran-Contra Scandal, Reagan's Economic Legacy, Religious Right

### Lecture/Discussion Themes

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- **Secondary Source:** *The President, the People and The Power to Make War* by Eric Goldman OR

**Secondary Source:** *The Triumph of Watergate* by Walter Karp & Vance Bourjailey (part I only)

**Assessment:** American Pageant: Reading Quiz #67 (pages 911-924; do not include The Seventies in Black and White), Reading Quiz #68 (pages 924-931; start with The Seventies in Black and White), Reading Quiz #69 (pages 933-945; do not include Conservatism in the Courts), Vocabulary Quiz #32 (1086-1120)

**Writing:** SA – Various Time Periods

## Spring Week 10

**American Pageant (AP):** Chapters 39-40: Resurgence of Conservativism and America Confronts the Post Cold War Era

**AP Reading Content:** (39) Conservativism and the Courts, Election of George Bush, End of the Cold War, Persian Gulf War, Bush's Battles at Home, (40) Election of Bill Clinton, False Start for Reform, Republican Congressional Takeover, Clinton's Comeback, Racial Progress and Perils, Trade, Technology and the 1990's Boom, Feminist Revolution, Post-Cold War Foreign Policy, Clinton Impeachment Trial, Controversial 2000 Election, Postmodern Culture at the Turn of the Century

### Lecture/Discussion Themes

- Reagan Revolution

**Assessment:** American Pageant: Reading Quiz #70 (pages 945-954 & Middle East Geography, study map page 951; start with Conservativism with the Courts), Reading Quiz #71 (pages 957-968; do not include The Feminist Revolution), Reading Quiz #72 (pages 968-977; start with The Feminist Revolution), Vocabulary Quiz #33 (1121-1155)

## Period 9: 1980-Present

### Spring Week 11

**American Pageant (AP):** Chapter 41: The American People Face a New Century

**AP Reading Content:** (41) George W. Bush as President, Terrorist Attacks of September 11, 2001, Wars in Iraq and Afghanistan, Bush's Bruising Second Term, Grappling with The Great Recession, Election of Barack Obama, Reform and Backlash, New Directions in Foreign Policy, Politics of Inequality, Polarized Republic, Surveillance and Privacy in the Internet Age, American Prospect

### Lecture/Discussion Themes

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**Assessment:** American Pageant: Reading Quiz #73 (pages 979-994; do not include Back to Backlash), Reading Quiz #74 (pages 994-1006; start with Back to Backlash), Vocabulary Quiz #34 (1156-1190)

**Writing:** SA – Various Periods

### Spring Break (1 week)

Through group AVID tutorial sessions students will use text books, study guides and the internet to answer former Free Response Questions that range from the Late Colonial era to the Early Republic era. Students will also review material through a class game of Jeopardy.

### Spring First Meeting

**Project:** Jeopardy Review

**Lecture/Discussion Themes**

- First Great Awakening

**Assessment:** Vocabulary Quiz #35 (1191-1225)

**Spring Second Meeting**

**Project:** Jeopardy Review

**Lecture/Discussion Themes**

- Seventeen-sixty-three and the American Revolution

**Assessment:** Vocabulary Quiz #36 (126-1260)

**Spring Third Meeting**

Soviet Menace

**Project:** Jeopardy Review

**Assessment:** Vocabulary Quiz #37 (1261-1295)

*Any quizzes not completed during spring Bull Sessions may be made up during the first two weeks of school.*

**Spring Week 12****Lecture/Discussion Themes**

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Assessment: Period 8 &9 Exam

**Writing:** Long Essay – Various Periods

**Spring Week 13****Lecture/Discussion Themes**

- Review of Big Ideas

**Presentation on AP Themes:** Group A - Identity

**Presentation on AP Themes:** Group B – Work, Exchange, and Technology,

**Review Unit: AP US Themes****Spring Week 14****Lecture/Discussion Themes**

- Review of Big Ideas

**Presentation on AP Themes:** Group C - Peopling

**Presentation on AP Themes:** Group D – Politics and Power

**Presentation on AP Themes:** Group E – America in the World,

**Spring Week 15****Lecture/Discussion Themes**

- Review of Big Ideas

**Presentation on AP Themes:** Group F – Environment and Geography

**Presentation on AP Themes:** Group G - Ideas, Beliefs and Culture.

**APUSH EXAM!!**

**Spring Week 16**

**Historical Movie:** Either Miracle or Stand and Deliver

**Secondary Source:** *9/11 Report: A Graphic Adaption*

**Spring Week 17****CAASPP State Testing****Secondary Source: 9/11 Report: A Graphic Adaption****Lecture/Discussion Themes**

- War on Terror

**Spring Week 18****CAASPP State Testing****Secondary Source: 9/11 Report: A Graphic Adaption****Lecture/Discussion Themes**

- War on Terror

**Spring Week 19****Secondary Source: 9/11 Report: A Graphic Adaption****Lecture/Discussion Themes**

- America's Position in the World