

# AP United States History – 11<sup>th</sup> Grade – 2020 – 2021 School Year

## Teacher Info

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## Class Info

Remind:  
(925)968-4837  
Cohort A - @apush2021A  
Cohort B - @apush2021B

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## Course Description

This course is designed to teach students to think critically about the issues that have confronted and influenced the United States through a process that integrates the examination of factual knowledge, the development and application of analytical skills, and the assessment of primary and secondary sources. This class is the equivalent of an introductory college survey course in U.S. History, and its content spans the discovery and settlement of the New World to the present.

## Goals for APUSH students

- Develop thinking skills and enduring understandings necessary to deal critically with the main issues and documents of U.S. History
- Prepare for intermediate and advanced college courses by making demands equivalent to those made by full-year introductory college courses (study habits, reading schedules, time management, asking for help, etc.)
- Analyze and interpret primary and secondary sources— their relevance, historical context, authorship, intention, point of view, their reliability, and their importance — and weigh the evidence and interpretations of the past presented as well as comparing and synthesizing varying viewpoints.
- Arrive at conclusions on the basis of an informed judgment and present reasons and evidence clearly and persuasively in an essay format, displaying mastery of historical thinking skills and thematic understandings of course content.
- Work effectively with others to analyze history.
- Prepare for the AP exam in May.

## Taking an AP Course

There is no pre-requisite for AP US History, but students must be committed to hard work. The course covers approximately 500 years of US History, more than twice the content of the grade-level course, so it is quite challenging and fast-paced. College admission boards also recognize this, and they look favorably at students who choose to complete AP coursework. Grades earned in AP US History are weighted (5.0 scale rather than 4.0), so GPA reflects the higher-level work. Also, many colleges and universities accept the passing of the AP exam with a 3 or higher for the replacement of an intro to US History course.

- Further information regarding this course can be found at <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-us-history-course-and-exam-description.pdf>

## Textbooks

- Kennedy and Cohen. (2016). *The American Pageant, AP Edition, 16th Edition*. Boston, MA: Houghton Mifflin. [ISBN 978-305-26845-6]
- Newman, John J., and John M. Schmalbach. *United States History: Preparing for the Advanced Placement Examination*. New York, N.Y: AMSCO School Publications, 2015-2018 [ISBN-13: 978-0-7891-8904-2]

\*\* This is the book we use for all reading assignments \*\*

## Grading

Category	Participation	Assessments	Assignments	Notes
Percentage	30%	30%	30%	10%

### Participation

This portion of your grade is based on your participation during the Zoom meetings and your weekly check-ins. You are expected to be present, follow the Zoom guidelines, and participate in all class discussions and activities to the best of your abilities. Each week you will earn 25 points for your participation in these meetings.

#### Weekly Check-In:

- This check-in will be done using Flipgrid - a website that allows you to complete a short video post. These posts are just for quick communication between yourself and me to let me know how things went for you each week. If the week went fine, it is okay to just post a quick video that says that, but if you're having a hard time with any of the content, assignments, or you're having distance learning issues, then let me know.
- These will be due by Sunday afternoon so that I have time to check them all before the start of the next week. This will allow me an opportunity to assist you in any way I can and to see if there is something I can change in the week to better help you out.
- You will earn credit just for posting one anytime between Friday and Sunday afternoon.

### Assessments

Assessments can come in the form of projects, quizzes, and unit or period exams. All unit assessments will use questions modeled after the AP exam so that you will have plenty of practice with the type of exam questions you will encounter on the AP exam in May. Projects and quizzes will be used as more formative assessments of your knowledge and mastery of different skills throughout a unit. There will usually be an assessment at the end of each period of history and there will be one large test covering all of the content at the end of each quarter (1 & 3)

### Assignments

This portion of your grade will be based on your completion of the work assigned to you both during our Zoom meetings and during the days you are doing distance learning (afternoon sessions). These will be a mix of primary and secondary source analysis, essay practice, and historical thinking practices.

### Notes

This portion of your grade will come from your notes you take from the video lectures and textbook. This is the MOST taxing component of APUSH. Because of the amount of content that you are expected to have a basic grasp of, much of the reading and lectures will need to be done on your own. I will use the Google Calendar in the Google Classroom to post the dates you will need to have completed your viewing of the lectures and readings done by so that you are able to fully participate in all other class activities. It is up to you to plan, based on your own personal schedules and reading pace when to complete your reading and notes prior to the class period they are due. A note taking guide will be provided to you for each period of history that will allow you to better follow along with the lectures and to help guide your notes from the reading. You may print these out and write on them or you can type on them directly from Google Docs. You are also more than welcome to use a different note-taking tool that you prefer, just please check it with me first!

### Extra Help

I am available to meet with students before or after school by appointment. If you need any help with any of the assignments, with time management, or anything else you can think of, then I am available almost any time via Remind and email.

## Late Work and Missing Class

Late work is not accepted in college courses, and that should be the best practice in this course as well. At the same time, I understand that due to our current circumstances of distance learning and possibly a hybrid learning program, there may be some issues out of your control. If for any reason you are not going to be able to turn something in on time, my expectations are that you are honest about why and are able to let me know what you need from me to help you get your work done. I am flexible to the point that I understand life happens, BUT that does mean being able to take responsibility on your part for coming up with a game plan for making sure that it does not become a habit.

## Tardies and Unexcused Absences

You should make every effort to be in class on time and be present every time we meet. Unexcused absences and tardies will affect your participation grade in this class. If you are going to be late or need to miss a class for any reason, please let me know beforehand, so I can keep you on pace with the course.

## AP Exam

The exam cost is \$0, it is expected that you will take the AP Exam on Thursday, May 6. The exam is the culmination of all of the hard work that you have done all year. You should take the exam to prove to yourself that you can complete this course from start to finish. (Colleges also prefer to see that a student took both the class & exam) I will do everything in my power to make sure that you feel prepared for this exam. Exam registration is in the fall and there is a fee for any missed exam.

- Even though I will only have you in class during quarters 1 & 3 and will not have you during quarter 4 (when AP exams occur), does not mean I will leave you high and dry! I will continue to provide you with support and prep work so that you remain at the top of your game and are prepared for the exam on May 6.

## Dropping the Class

Due to the fact that APUSH and the grade level History class are not only taught differently but cover history at different paces and focus on different time periods, it is suggested that an AP student only drop the class at the end of a quarter. To do so at any other time will make it very difficult to get caught up in the grade level class since you will be expected to get caught up on not only the missing content but also to get caught up on their assignments and learning plan. To drop this course, it must first be okayed by the student, parent, teacher, counselor, and Mr. Whitmire.

## Weekly Online/Hybrid Schedule

### Cohort A

	Monday, Wednesday, Thursday	Tuesday & Friday	Google Classroom Code
Period 3	11:20-12:35	2:25-2:55	fscrr53

### Cohort B

	Monday & Thursday	Tuesday, Wednesday, Friday	Google Classroom Code
Period 3	2:25-2:55	11:20-12:35	moqdgj

## Zoom Guidelines

When participating in Zoom class sessions, please adhere to the following guidelines:

- Be prompt by logging into all of the necessary online platforms (Google Classroom/ Zoom) a few minutes before the beginning of class.
- Be sure to dress appropriately as your video will need to be turned on during our Zoom class time.  
\* This will be a requirement in order to receive credit for attendance. \*
- When on Zoom, please be in a quiet location with no distractions.

- Even though we are distance learning, I expect you to participate by adding to class discussions and asking questions.
- When on Zoom, please mute yourself when the teacher or another student is speaking.
- When you want to speak, please still raise your hand and wait to be called upon and make sure what you are contributing is on topic.
- Just like in class, you should not be on your cell phone/distracted while our Zoom class is in session.

**\*\*Failure to follow these guidelines could result in you being removed from the Zoom session and losing your participation points for that day\*\***

### Course Breakdown

APUSH is broken down into 9 periods of history. Because of the unusual nature of this school year, we will be splitting the curriculum in half and you will be covering the first 4 periods of US History during the first quarter we are together and the last 5 periods during the third quarter.

Period	Overarching Topic(s)	Readings from AMSCO	Learning Targets
Period 1 1491-1607	Pre-Columbian - Age of Exploration	Chapter 1	<ol style="list-style-type: none"> <li>1. I can describe the different ways Native peoples established settlements and communities in relation to their environment in North America</li> <li>2. I can explain the causes &amp; effects of the initial European contact with the Americas, including the Columbian Exchange.</li> <li>3. I can describe the encomienda system and both Native &amp; European responses to Spanish colonization.</li> <li>4. I can compare the goals of Europeans in exploration and conquest and analyze how that affected their interactions with Native peoples..</li> </ol>
Period 2 1607-1754	Early English Colonization - Pre-Revolution Era	Chapters 2 & 3	<ol style="list-style-type: none"> <li>1. I can discuss the unique characteristics of the British colonies on the Atlantic seaboard by region and by colony.</li> <li>2. I can describe the transatlantic trade system that developed and how it advanced mercantilist goals</li> <li>3. I can identify examples of cooperation &amp; conflict between natives and Europeans</li> <li>4. I can track the causes and effects of the rise of slavery in the colonies</li> <li>5. I can describe the development of political institutions in the British colonies and evaluate the extent to which they were democratic</li> </ol>
			<ol style="list-style-type: none"> <li>1. I can explain the causes of the French and Indian War.</li> <li>2. I can explain the significance of the Albany Congress: its goals and shortcomings.</li> <li>3. I can describe the effects of the French &amp; Indian War on colonists, Britain &amp; Native Americans.</li> <li>4. I can evaluate the relative importance of the 4 main causes for American independence.</li> <li>5. I can define mercantilism and explain how</li> </ol>

<p>Period 3 1754-1800</p>	<p>Pre-Revolution - American Revolution - New Republic</p>	<p>Chapters 4-6</p>	<p>it affected British policies toward the colonies.</p> <ol style="list-style-type: none"> <li>6. I can explain examples of colonial resistance to British policies, including actions taken and groups formed.</li> <li>7. I can analyze the reasons given in the Declaration of Independence for the colonies rebelling.</li> <li>8. I can explain debates between Loyalists and Patriots</li> <li>9. I can evaluate how the colonists won the American Revolution, including relative strengths and weaknesses of each side, specific battles and contributions of women.</li> <li>10. I can explain the successes and shortcomings of the Articles of Confederation and why a Constitutional Convention was called.</li> <li>11. I can enumerate the compromises reached in the Constitutional Convention.</li> <li>12. I can describe the debates between Federalists &amp; Anti-Federalists and how the Bill of Rights was key to ratification of the Constitution.</li> <li>13. I can explain the government structure created under Washington, including Hamilton's financial system.</li> <li>14. I can explain foreign and domestic challenges and successes during the Washington Administration.</li> <li>15. I can explain foreign and domestic challenges and successes during the Adams Administration.</li> </ol>
<p>Period 4 1800-1848</p>	<p>Revolution of 1800 - Era of Good Feeling - American Expansionism</p>	<p>Chapters 7-11</p>	<ol style="list-style-type: none"> <li>1. I can explain the differences between the ideals and policies of Federalists and Democratic-Republicans.</li> <li>2. I can evaluate the domestic and foreign policies of Thomas Jefferson.</li> <li>3. I can analyze the significance of the rulings of John Marshall and the development of the Supreme Court.</li> <li>4. I can describe the causes and effects of the War of 1812. Include supporters and opponents of the war.</li> <li>5. I can explain the economic specialization of each region of the US and how their economies were interconnected.</li> <li>6. I can describe the Missouri Compromise, American System and Monroe Doctrine and how each would have been viewed by the 3 major US regions.</li> <li>7. I can analyze how major inventions and developments in transportation changed the American economy during the Market Revolution.</li> <li>8. I can explain the impact of the Market Revolution on society and the daily lives of Americans.</li> <li>9. I can evaluate the policies of Andrew Jackson including the "Corrupt Bargain," expansion of federal power, the Bank War, policies toward Native Americans, and "Jacksonian Democracy."</li> <li>10. I can describe American culture in the 19th century and what influenced that culture.</li> </ol>

			<ol style="list-style-type: none"> <li>11. I can describe the Second Great Awakening and how it led to other reform movements.</li> <li>12. I can evaluate the extent to which reform movements (abolitionism, women's rights, morality, etc.) achieved their goals in the 1830s &amp; 1840s.</li> <li>13. I can explain transcendentalism and utopian communities.</li> <li>14. I can explain the causes and effects of the expansion of slavery during the first half of the 19th century.</li> <li>15. I can analyze opportunities and limitations for African Americans during the first half of the 19th century.</li> </ol>
<p>Period 5 1844-1877</p>	<p>Mexican American War - Manifest Destiny - Rising Sectional Tension - Civil War - Reconstruction</p>	<p>Chapters 12-15</p>	<ol style="list-style-type: none"> <li>1. I can explain the idea of Manifest Destiny and how it influenced American policies.</li> <li>2. I can describe American acquisition of new territory from 1800 - 1848. [include Texas, Oregon and the Mexican Cession]</li> <li>3. I can analyze causes and effects of the Mexican-American War, including debates over the acquired territory in regards to slavery. [include the Spot Resolution &amp; terms of the Treaty of Guadalupe Hidalgo]</li> <li>4. I can describe debates over the true nature of slavery and the role of slavery in southern society and the southern economy.</li> <li>5. I can explain attempts to compromise over the issues of slavery, including the Compromise of 1850, popular sovereignty, and the Kansas-Nebraska Act &amp; evaluate why they ultimately failed.</li> <li>6. I can describe the views and actions of abolitionists. [include David Lloyd Garrison, Sojourner Truth, Angelia Grimke, Frederick Douglass &amp; Harriett Tubman]</li> <li>7. I can explain the causes of the Civil War: both long-term and immediate. [include the Fugitive Slave Law, Dred Scott Decision, Uncle Tom's Cabin &amp; Election of 1860]</li> <li>8. I can evaluate the relative strengths and weaknesses of each side: Union and Confederacy.</li> <li>9. I can describe the major battles and strategies used during the Civil War, including the significance of the Emancipation Proclamation and Gettysburg address.</li> <li>10. I can describe the impacts of the Civil War on civilians and soldiers. [include black soldiers and women]</li> <li>11. I can describe the achievements and shortcomings of Reconstruction. [include Freedmen's Bureau, Reconstruction Amendments, Radical Republicans, KKK, Black Codes, Scalawags, Carpetbaggers &amp; Redeemers]</li> </ol>
			<ol style="list-style-type: none"> <li>1. I can explain the causes of Western Expansion after the Civil War, including political/economic factors and opportunities in the West.</li> <li>2. I can describe the effects of Western expansion on Native Americans.</li> <li>3. I can evaluate the extent to which the</li> </ol>

<p>Period 6 1865-1898</p>	<p>2nd Industrial Revolution - Gilded Age</p>	<p>Chapters 16-19</p>	<p>South changed after the Civil War economically, politically, and socially.</p> <ol style="list-style-type: none"> <li>4. I can compare the ideas of W.E.B. DuBois and Booker T. Washington.</li> <li>5. I can describe the innovations in technology and business organization that gave rise to the industrial boom of the Gilded Age.</li> <li>6. I can explaining the effects of the rise of industry on the cities, including the rise of political machines &amp; ideas of Social Darwinism</li> <li>7. I can describe the accomplishments and beliefs of the “titans of industry:” Vanderbilt, Carnegie, Rockefeller &amp; Morgan.</li> <li>8. I can describe the “New Immigrants” of the Gilded Age and the opportunities and challenges they faced, including nativist opposition (to both Eastern Europeans and Chinese immigrants).</li> <li>9. I can explain the rise of organized labor by describing the major labor unions and examples of their strikes.</li> <li>10. I can describe the role of women in reform movements of the late 19th century, including suffrage, settlement houses, temperance &amp; the Social Gospel.</li> <li>11. I can describe the debates that emerged over currency and the tariff during the Gilded Age and identify which groups help which views.</li> <li>12. I can describe the origins and goals of Populists and their attempts to increase their political influence.</li> <li>13. I can evaluate the arguments in favor of and against US Imperialism, including examples of imperialist policy in Asia and Latin America.</li> </ol>
<p>Period 7 1890-1945</p>	<p>American Imperialism - Progressive Era - WWI - the 1920s - Great Depression &amp; New Deal - WWII</p>	<p>Chapters 20-25</p>	<ol style="list-style-type: none"> <li>1. I can explain the reforms made in the Progressive Era: causes and effects, including muckrakers, trust-busting, women’s suffrage, workplace safety, African Americans, etc.</li> <li>2. I can trace change and continuity in the foreign policy of the Progressive presidents: Roosevelt, Taft &amp; Wilson.</li> <li>3. I can explain why America joined WWI &amp; the effects of American entry into the war.</li> <li>4. I can describe how WWI affected Americans at home, including the use of propaganda, and the Espionage and Sedition Acts.</li> <li>5. I can explain Wilson’s 14 Points, and the reasons for the defeat of the Treaty of Versailles in America.</li> <li>6. I can describe the cultural trends of the 1920s, including the Harlem Renaissance and other key figures and their contributions to society.</li> <li>7. I can describe the intolerance of the 1920s including the targeting of immigrants, the Red Scare, and racial conflict.</li> <li>8. I can evaluate the extent to which the 1920s represented a shift toward a more “modern society.”</li> <li>9. I can explain the causes of the Great</li> </ol>

			<p>Depression and the immediate effects, including the economic policies of the Republican presidents.</p> <ol style="list-style-type: none"> <li>10. I can analyze the attempts to fix the Depression implemented by Hoover &amp; FDR.</li> <li>11. I can explain how the New Deal changed the role of the federal government, citing specific examples of programs implemented and opposition to the New Deal.</li> <li>12. I can evaluate the US policy of neutrality on the eve of WWII and explain examples of neutrality and non-neutrality.</li> <li>13. I can explain how WWII provided opportunities and hardships for Americans at home and overseas.</li> <li>14. I can analyze how America contributed to the Allied victory in WWII on both the European and Pacific fronts.</li> </ol>
<p>Period 8 1945-1980</p>	<p>Cold War - Post War America - Civil Rights Movements - Liberalization of America - Rise of Conservatism</p>	<p>Chapters 26-29</p>	<ol style="list-style-type: none"> <li>1. I can explain the origins and development of the Cold War, including specific US policies and actions that led to/resulted from conflict with the USSR. (From Truman to JFK)</li> <li>2. I can explain how the Cold War and Red Scare affected Americans at home.</li> <li>3. I can describe the society and culture of the 1950s &amp; 1960s.</li> <li>4. I can describe the need for a Civil Rights Movement by discussing Jim Crow Laws, segregation, disenfranchisement of African Americans, etc.</li> <li>5. I can evaluate major events in the Civil Rights Movement by describing groups &amp; individuals involved, tactics used, and outcomes.</li> <li>6. I can analyze how and why the Civil Rights movement became more radical by the end of the 1960s.</li> <li>7. I can explain how the movement for Civil Rights spread to other groups of marginalized Americans, including women, homeosexuals, Latinx Americans, Native Americans, and Asian Americans.</li> <li>8. I can explain why and how America got involved in Vietnam and trace the escalation of American involvement.</li> <li>9. I can evaluate the causes and outcomes of the protests against the war in Vietnam.</li> <li>10. I can explain how the Vietnam War ended and its legacy, including the Pentagon Papers and Credibility Gap.</li> <li>11. I can explain the goals and programs of Johnson's Great Society.</li> <li>12. I can describe the foreign &amp; domestic accomplishments and shortcomings of Richard Nixon.</li> <li>13. I can analyze the political, economic &amp; social challenges of the 1970s.</li> <li>14. I can describe the reasons for the end of the Cold War, including detente</li> </ol>
<p>Period 9</p>	<p>Modernizing America - New Conservatism - End</p>	<p>Chapters</p>	<ol style="list-style-type: none"> <li>1. I can describe the reasons for the end of the Cold War, including detente. (begins Period 8)</li> <li>2. I can explain the resurgence of</li> </ol>

1980-Present	of the Cold War - 21st Century America	30-31	conservatism in the 1980s and how it manifested itself in Reagan's policies. 3. I can evaluate the foreign and domestic policies of Bush, Clinton, and Bush.
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