



CHELMSFORD HIGH SCHOOL

Advanced Placement United States History

2023-2024

COURSE DESCRIPTION

The Advanced Placement course in United States' history is a course that will provide students in their junior year with the analytic skills and facts necessary to deal critically with problems and materials in United States' history. Students will be prepared for intermediate and advanced college courses by the demands of the advanced placement course, which are equivalent to those of full-year introductory college courses. Students will learn to assess historical materials--their relevance to a given interpretive problem, their reliability and their importance--and to weigh the evidence and interpretations presented in historical scholarship. All students will participate in an action civics project designed to offer practice and build skills in citizenship.

Prerequisite(s):

World History II CP/Honors and United States History I CP/Honors

REQUIRED TEXTS

By the People: A History of the United States, copyright 2015.

COURSE GOALS and STUDENT LEARNING OUTCOMES:

By the end of the course, students will be able to...

- 1) Develop the ability to assess primary source documents, maps, photographs, and political cartoons, and interpret their relevance to a given issue.
- 2) Improve essay-writing skills, with particular attention to the ability to evaluate and present evidence in a clear and compelling way.
- 3) Develop an understanding of the patterns of history, identify themes, and use them to analyze the particulars of history into the larger framework.
- 4) Define and describe important dates, people, places, and ideas from American history, and link this factual knowledge to critical analysis.
- 5) Score 3 or above on the AP exam.

COURSE STANDARDS****

[AP United States History at a Glance](#)

Goals of the Student-Led Civics Project:

- Develop civic dispositions and a sense of self-efficacy.
- Develop and practice civic skills.
- Build civic content knowledge.
- Develop and practice literacy skills, including digital media literacy.
- Conduct inquiries and determine next steps.
- Develop and practice social-emotional skills.
- Be more academically engaged.
- Develop cultural competence and social political awareness.

DESE CIVICS PROJECT LINK

PERSONS WITH DISABILITIES

Chelmsford High School is committed to supporting the success and well-being of all students, regardless of varying abilities and levels of adaptive skills. The Special Education office provides services and resources to empower each student to attain their highest level of academic success and learning independence.

ACADEMIC INTEGRITY

At Chelmsford High School, students are expected to maintain high moral and ethical standards, as exemplified by the final sentence of our mission statement: *"A spirit of respect is fostered, as members take responsibility for their actions and acknowledge the rights and differences of others."* (CHS Mission Statement)

Students should respect themselves, other students, staff members and the school. The acts of cheating and plagiarism violate expectations that students will exhibit respectful, ethical behavior.

[The Academic Honor Code](#) exists to address the issues of cheating and plagiarism.

GRADING POLICIES

Please connect with individual teachers for specific information regarding grading. Students will be able to monitor academic progress biweekly through X2/ASPEN.

Students are strongly encouraged to take advantage of the academic support programs and services (such as PRIDE Block, after-school help, etc.) available to them to help ensure and support success. Information about these services can be found at

COURSE SKILLS

The following skills are addressed in this course:

The AP historical thinking skills describe what students should be able to do while exploring course concepts. The list that follows presents these skills, which students should develop during the AP U.S. History course.

■ Developments and Processes

- ◆ Identify and explain a historical concept, development, or process.

■ Sourcing and Situation

- ◆ Identify and explain a source's point of view, purpose, historical situation, and/or audience.
- ◆ Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

■ Claims and Evidence in Sources

- ◆ Identify and describe a claim and/or argument in a source.
- ◆ Identify the evidence used in a source to support an argument.
- ◆ Compare the arguments or main ideas of two sources.
- ◆ Explain how claims or evidence support, modify, or refute a source's argument.

■ Contextualization

- ◆ Identify and describe a historical context for a specific historical development or process.
- ◆ Explain how a specific historical development or process is situated within a broader historical context.
- Making Connections
 - ◆ Identify patterns among or connections between historical developments and processes.
 - ◆ Explain how a historical development or process relates to another historical development or process.
- Argumentation
 - ◆ Make a historically defensible claim.
 - ◆ Support an argument using specific and relevant evidence.
 - ◆ Use historical reasoning to explain relationships among pieces of historical evidence.
 - ◆ Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument.

COURSE OUTLINE

Unit 1: Reconstruction & Westward Expansion

Key Concepts:

- I. The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.

Unit 2: The Gilded Age

Key Concepts:

- I. Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.
- II. The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.
- III. The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.

Unit 3: Populism, Progressivism, Imperialism, & World War I

Key Concepts:

- I. Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.
- II. Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.
- III. Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world.

Unit 4: The 1920's, The Great Depression & The New Deal

Key Concepts:

- I. Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.
- II. During the 1930s, policymakers responded to the mass unemployment and social upheavals of the Great Depression by transforming the U.S. into a limited welfare state, redefining the goals and ideas of modern American liberalism.

Unit 5: World War II, The Cold War, The 1950's and The Civil Rights Movement

Key Concepts:

- I. Economic pressures, global events, and political developments caused sharp variations in the numbers, sources, and experiences of both international and internal migrants.
- II. U.S. participation in World War II transformed American society, while the victory of the United States and its allies over the Axis powers vaulted the U.S. into a position of global, political, and military leadership.
- III. The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences.
- IV. New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.
- V. Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.

Unit 6: The 1960's, Vietnam, & The 1970's

Key Concepts:

- I. The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences.
- II. New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.
- III. Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.

Unit 7: The 1980s to the Present

Key Concepts:

- I. A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades.
- II. Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes.
- III. The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world.

Unit 8: Civics Project:

Assignments and assessments: The Civic Action Project

Task 1 - Conduct research to be able to thoroughly explain a public policy issue

Task 2 - Identify several solutions to the issue and weigh the advantages/disadvantages of each

Task 3 - Propose a public policy solution to the problem that requires action and does not violate provisions of state/federal constitutions

Task 4 - Propose an action plan can be used to encourage appropriate community and/or government agencies to adopt the public policy

Some of the work will be done individually, in small groups and as a whole class. From their involvement in this process students will learn more about how our community, state and federal governments work. They will learn to be critical readers and consumers of news and media, and hone their research, collaboration, and communication skills. Teachers will be guiding students through the entire process. Students will present their findings to their peers, teachers, and administrators in June.

Various activities and tasks will be assigned and graded. These activities are embedded in your student's, US II 4th quarter grade.

This syllabus and course outline are subject to change as Chelmsford High School seeks to continually improve the learning experiences for all students.

"We foster PRIDE* in our pursuit of excellence."

PRIDE refers to our five core values – Perseverance, Respect, Integrity, Dedication, and Empathy. These five pillars represent our points of emphasis in supporting the development of quality students and quality citizens.