

# World Regional Geography

## I. Text- see book list

## II. Prerequisites

Being to admitted to Covington Latin School for the 7<sup>th</sup> Grade Year

## III. Course Description

World Regional Geography is a yearlong course for the 7<sup>th</sup> Grade year that focuses on the distribution, processes, and effects of human populations on the planet. The course opens with an overview and introduction to Physical and Human Geography. Units of study include the following regions: the United States, Canada and Latin America, Africa, Central and Southwest Asia (Middle East), South Asia, East Asia and the Pacific World.

## IV. Course Goals

Units of study include an examination of population, migration, culture, language, religion, ethnicity, political geography, economic development, industry, agriculture, and urban geography.

## V. Course Objectives

To introduce students to the systematic study of patterns and processes that has shaped human understanding, use, and alteration of the Earth's surface.

To develop within students a world geographic perspective with which to view cultures, societies and their relationship to both history and current events.

## VI. Course Sequence

### A. 1st Quarter

#### Physical and Human Geography:

- The Study of Geography
- Changes within the Earth
- Weather and Climate
- Ecosystems
- The Study of Human Geography
- Political and Economic Systems
- World Resources

- World Economic Activity

#### The United States:

- A Resource-Rich Nation
- A Nation of Cities
- Regions:
  - The Northeast
  - The South
  - The Midwest
  - The West

#### **B. 2nd Quarter**

#### Canada:

- Regions of Canada
- The Search for a National Identity
- Canada Today

#### Latin America:

- Introduction to Latin America
- Geography of Mexico
- A Place of Three Cultures
- Central America
- The Caribbean Islands
- Brazil: The Land and its Regions
- Countries of South America:
  - The Northern Tropics
  - The Andean Countries
  - The Southern Grassland Countries

#### **Semester Exam**

## **2<sup>nd</sup> Semester**

### **C. 3rd Quarter**

#### Africa:

- Introduction to Africa
- North Africa:
  - Egypt
  - Libya and the Maghreb
- West and Central Africa:
  - The Sahel
  - The Coastal Countries
  - Nigeria
- Central Africa
- East and Southern Africa:
  - Kenya
  - Other countries of East Africa
- Republic of South Africa
- Other countries of Southern Africa

#### Central and Southwest Asia:

- Introduction to Central and Southwest Asia
- The Caucasus Nations
- The Central Asian Nations
- Creating the Modern Middle East
- Israel
- Jordan, Lebanon, Syria, and Iraq
- Arabian Peninsula
- Turkey, Iran, Cyprus

### **D. 4th Quarter**

#### South Asia:

- Introduction to South Asia

- The Countries of South Asia
- Road to Independence
- India's People and Economy
- Other Countries of South Asia

#### East Asia and the Pacific World:

- Introduction to East Asia and the Pacific World
- The Emergence of Modern China
- Regions of China
- China's People and Culture
- China's neighbors
- Japan: The Land of The Rising Sun
- Japan's Economic Development
- The Koreas: A Divided Peninsula
- Historical Influences on Southeast Asia
- The Countries of Southeast Asia
- Australia
- New Zealand and the Pacific Islands
- Antarctica

#### **Final Exam**

#### **VII. Evaluation**

Assessment will be accomplished through tests, quizzes, maps and other writing assignments

#### **VIII. Supplemental Materials**

Readings and Maps will provided as needed

# Prep 8 Social Studies: American History

**Text:** see book list

**Prerequisites:**

Acceptance into the Prep year at Covington Latin School

**Course Description:**

United States History and Civics for the Prep Year is a survey course, beginning with the Mesoamerican period and continuing to the 21<sup>st</sup> century. The course is organized thematically around Essential Questions, and includes inquiry based on primary sources. The students will also learn about our country's founding documents, have an introduction to economics and learn about civic engagement with various levels of government.

**Course Goals:**

- To learn how to read a map and time line
- To develop competency at both reading and creating maps, graphs, charts and other organizational tools form data
- To develop an outline of notes based on the assigned text
- To write an original paper based on a reading of an original historical document
- To develop competency in written answers to question

**Course Objectives:**

- To understand how American History applies to actions in today's world
- To understand ho to interpret original documents
- To understand the relationships between historical events
- To understand the influences on the development of the United States

**Course Outline and Pacing:**

**First Semester**

### **Unit 1: Beginnings of American History**

- Chapter 1: Roots of the American People
- Chapter 2: Europe Looks Outward
- Chapter 3: Colonies Take Root
- Test

### **Unit 2: Forming a New Nation**

- Chapter 4: Life in the Colonies
- Chapter 5: The Road to Revolution
- Chapter 6: The American Revolution
- Test

- **Unit 3: The New Republic**

- Chapter 7: Creating the Constitution
- Chapter 8: Launching A New Nation
- Test

### **Unit 4: The Nation Expands**

- Chapter 9: The Era of Thomas Jefferson
- Chapter 10: A Changing Nation
- Chapter 11: North and South Take Different Paths
- Test

### **Unit 5: The Nation Changes**

- Chapter 12: An Age of Reform
- Chapter 13: Westward Expansion

### **Semester Final Examination**

### **Second Semester**

### **Unit 6: Civil War and Reconstruction**

- Chapter 14: The Nation Divided
- Chapter 15: The Civil War (1861-1865)
- Chapter 16: Reconstruction
- Test

### **Unit 7: An Age of Industry**

- Chapter 17: The West Transformed (1860-1896)
- Chapter 18: Industry and Urban Growth (1865-1915)
- Chapter 19: Political Reform and The Progressive Era
- Test

### **Unit 8: A New Role in the World**

- Chapter 20: The U.S. Looks Overseas (1853-1915)
- Chapter 21: The First World War (1914-1919)
- Chapter 22: The Roaring 20s
- Test

### **Unit 9: Depression and War**

- Chapter 23: The Great Depression and The New Deal
- Chapter 24: The Second World War
- Chapter 25: The United States in the Cold War
- Test
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### **Unit 10: Moving Toward the Future**

- Chapter 26: The Civil Rights Era
- Chapter 27: The Vietnam Era
- Chapter 28: New Directions for a Nation (1977-2000)

### **Semester Final Exam**

### **Grading Policies:**

All assignments, including tests, projects and homework will be graded based on the total number of points given for that assignment. The accumulation of points will make up the student's grade.

**\*Course pacing is subject to change because of scheduling and other circumstances.**



# History I-World Civilizations

## I. TEXTBOOK- see book list

## II. PREREQUISITES

Acceptance into the freshman year at Covington Latin School

## III. COURSE DESCRIPTION

In this course, we will explore the Pre-Modern World. As we learn how to be historians and to understand evidence from the distant past, we will study approximately 4,500 years of history, from the birth of Civilizations to the end of the Pre-Modern period.

## IV. COURSE GOALS

- To learn how to read a map or time line
- To develop their own outline of notes based on the reading assigned
- To fill out or compile their own study guide
- To write a research paper using various types of sources
- To understand the ancient cultures from which we have developed
- To apply our knowledge of history to our own times

## V. COURSE OBJECTIVES

- To improve note-taking and study skills
- To practice analyzing primary historical documents
- To research and write papers and complete projects for Ancient and Medieval Days

## VI. COURSE SEQUENCE

### Quarter 1

The First civilizations

- Earliest humans

- Mesopotamia
- Egypt
- Palestine
- Near Eastern States (Persian Empire, Assyrians, Chaldeans, Medes)
- Early Civilizations in India, China, and the Americas

#### Forming of Greek civilization

- Crete and early Greece
- Greek Renaissance
- Polis (Sparta and Athens)
- Persian Wars
- Wars (Athenian Empire, Pericles, Peloponnesian War)

### Quarter 2

#### Classical and Hellenistic Greece

- Greek Culture (philosophy, comedies)
- Macedonia (Phillip II and Alexander the Great)
- Hellenistic Age (Empire dissolution, art, science)

#### Roman Republic

- Unification of Italy
- Mediterranean Conquest (Punic Wars)
- Roman Revolution (Julius Caesar, Gracchi brothers)
- End of Roman Republic (triumvirate, Octavian)
- Roman Empire (Augustus)..... ANCIENT DAY

#### Empire and Christianity

- Empire at its height ( five good emperors)
- Crisis of leadership (slavery, poor)
- Late Roman Empire (Diocletian, Constantine, Decline of W. Europe)
- Christianity and its rivals (religions, Jews, Christianity)
- Developments in India and China

### Semester Exam

#### 2<sup>nd</sup> Semester

### Quarter 3

#### Making of Western Europe

- New communities of people (migrations, Germans)
- New political structures (Byzantine empire, Justinian the Great, Frankish kingdom, Italy and Spain Kingdoms, Anglo-Saxon England)
- Economy (agriculture, trade, manufacture)
- Expansion of the church (papacy, monasticism, missionaries)

#### Empires of the Early middle ages (800-1000 AD)

- Byzantine empires (Byzantine government, economy, society , decline)
- Islam (Arabs, Muhammad, culture, decline)
- Carolingian Empire (Charlemagne, government, renaissance, decline)
- Vikings, Kiev, England
- Persia and Zoroastrianism before Islam

#### Restoration of an Ordered society

- Economic and social changes (feudalism, manorialism, expansion, urban life)
- Governments of Europe (Norman England, Capetian France, German Empire)
- Reform of the Western Church (Church in crisis, Monastic reform, papal reform, investiture controversy)
- Crusades (motives, Jerusalem, results)
- Impact of the Mongols and Feudal Japan

#### **Quarter 4**

##### Flowering of Medieval Civilization

- Cultural developments (universities, scholastics, Romanesque and Gothic architecture)
- States of Europe( England, France, Iberian Kingdoms, Germany/Holy Roman Empire)
- Church (heresy, Franciscans, Papal government)
- Africa before the arrival of the Europeans

##### Urban economy and the consolidation of states

- cities, trade, and commerce (guilds, urban life / government, sea trade)
- monarchies and the development of representative institutions (England and parliament, France and Estates General, Holy Roman Empire)
- Government in the East (Byzantine Empire, Mongols, Russia)
- Papacy and the Church
- Learning and literature (philosophy, Dante)...MIDDLE AGES DAY

##### Breakdown and renewal in an age of plague

- Population catastrophes (famine, plague)
- Economic depression and recovery (agricultural specialization, protection, technology)
- Popular unrest (rural and urban revolts)
- Challenges to the governments of Europe (100 years' war, Italy)
- Fall of Byzantium and Ottoman Empire (Fall of Constantinople)
- The Americas before the arrival of the Europeans

##### Tradition and change in European Culture

- New learning ( humanism)
- Art and Artists of Renaissance
- Culture of the North
- Scholastic, philosophy, and religious thoughts
- State of Christendom

#### **Final Exam**

### **VII.EVALUATION**

Worksheets, papers, projects, tests, quizzes, homework assignments

### **VIII. SUPPLEMENTAL MATERIALS**

Worksheets, maps, videos from [www.unitedstreaming.com](http://www.unitedstreaming.com) , Videos for Ancient and Middle Ages Days

# History II – World Civilizations

**Text: see book list**

Primary Sources from various readers and internet sources

**Prerequisite:**

Completion of World Civilizations I

**Description:**

History II is a survey course of World History from the Early Modern Age of the 16<sup>th</sup> century to the dawn of the 21<sup>st</sup> Century. The course is divided into four quarters and organized into chapters/units.

**Course Goals and Objectives:**

Students will:

- .master a broad body of historical knowledge
- .demonstrate an understanding of historical chronology
- .use historical data to support an argument or position
- .differentiate between historiographical schools of thought
- .interpret and apply data from original documents.
- .effectively use analytical skills of evaluation, cause and effect. Compare and contrast.

Class will be a combination of lecture, coverage of discussion questions, and answering student questions. Students will be responsible for keeping up with reading assignments and being aware of, and ready for, quizzes and tests. Tests will be a combination of objective and essay questions.

**Course Sequence:**

**First Semester**

## **1450-1750**

### **Unit One**

#### **Content and Themes-**

Europe, 1450-1750:

Overseas Expansion and Capitalism

Changing States and Politics

The Transformation of Cultures and Societies

#### **Textbook Readings:**

Chapter 15, PP. 374-380

Chapter 15, PP. 387-395

Chapter 15, PP. 396-398

#### **Primary Source Readings**

Test

### **Unit Two**

#### **Content and Themes-**

Africa/Middle East, 1450-1750:

Exploration and the Trans-Atlantic Slave Trade

The Ottoman Empire

#### **Textbook Readings:**

Chapter 16, PP.408-416

Chapter 16, PP. 416-420

#### **Primary Source Readings**

Test

### **Unit Three**

**Content and Themes-**

The Americas, 1450-1750:

The First Europeans in the Americas and the Pacific

The European Conquest of the Americas

The Columbian Exchange

Slavery and the Atlantic System

**Textbook Reading:**

Chapter 17, PP.426-431

Chapter 17, PP.431-435

Chapter 17, PP. 435-436, 439,441

Chapter 17, PP.441-447

**Primary Source Readings**

Test

**Unit Four****Content and Themes-**

Asia, 1450-1750:

Mughal India and South Asia

Early Modern China

The Development of Korea and Japan

**Textbook Reading:**

Chapter 18, PP. 450-456

Chapter 18, PP. 463-470

Chapter 18, PP. 470-473

**Primary Source Readings**

Test

## **1750-1914**

### **Unit Five**

#### **Content and Themes-**

Europe and the Americas, 1750-1914:

Revolutions in the Americas and Europe

The Industrial Revolution and Economic Growth

Nationalism, Liberalism (**Traditional!!!**), and Socialism

Western Colonialism

#### **Textbook Reading:**

Chapter 19, PP. 488-493

Chapter 19, PP. 499-503

Chapter 19, PP. 503-508

Chapter 19, PP. 508-513

#### **Primary Source Reading**

Test

### **Semester Final Examination**

## **Second Semester**

### **Unit Six**

#### **Content and Themes-**

Empires, 1750-1914:

Canada, Australia, and New Zealand

Sub-Saharan Colonization

Settler Societies

Forming British India

The Reshaping of Indian Society

**Textbook Readings:**

Chapter 20, PP. 536-541

Chapter 21, PP. 544-549

Chapter 21, PP. 549-552

Chapter 22, PP. 570-577

Chapter 22, PP. 577-580

**Primary Source Reading**

Test

**Unit Seven**

**Content and Themes-**

Asia, 1750-1914:

Southeast Asia and Colonization

The Transition from Imperial to Republican China

Japan and Korea Face the World

The Remaking of Japan and Korea

**Textbook Reading:**

Chapter 22, PP.582-588

Chapter 23, PP. 601-606



Chapter 23, PP. 606-608

Chapter 23, PP. 608-614

**Primary Source Readings**

Test

## 1914-1945

In a Global Context:

-Economic Tumult and Change

-World Wars of the 20<sup>th</sup> Century

**Unit Eight: The First World War**

**Content and Themes:**

Chapter 24

1- The Roots and Causes of World War I

Year-By-Year Chronology:

Prelude

1914

1915

1916

1917

1918

Peace Conferences:

Versailles

The Middle East Settlements- "The Peace to End All Peace"

Aftermath

**Primary Source Reading**

Test

**Unit Nine: Revolutions and Global Depression**

**Content and Themes:**

Chapter 24

2- The Revolutionary Path to Soviet Communism

3- The Interwar Years and the Great Depression

4- The Rise of Fascism and the Renewal of Conflict

**Primary Source Reading**

Test

**Unit 10: The Second World War**

**Content and Themes:**

Chapter 24

5- World War II: A Global Transition

Year-By-Year Chronology

Prelude

1939

1940

1941

1942

1943

1944

1945

The Holocaust

Aftermath

Test

## **1945-Present**

### **Unit 11: The Remaking of the Global System: 1945 to the 21<sup>st</sup> Century**

#### **Content and Themes:**

Chapter 26

- 1- Decolonization, New States, and the Global System
- 2- Cold War, Hot Wars, and World Politics
- 3- Globalizing Economies, Underdevelopment, and Environmental Change
- 4- New Global Networks and Their Consequences

#### **Primary Source Readings**

#### **Final Examination**

#### **Grading**

. All school grading policies will be followed, including those regarding the school grading scale, semester exams, and the calculation of semester grades. Grades are calculated on a cumulative point system, therefore every assignment, every quiz, and every test is important .

# Advanced Placement United States History

**Primary Textbook- see book list**

## **Primary Sources**

*Reading The American Past, Volume I- To 1877: Selected Historical Documents*, edited by Michael P. Johnson, 5<sup>th</sup> ed., Bedford/St. Martin's, 2012.

*Reading The American Past, Volume II- From 1865: Selected Historical Documents*, edited by Michael P. Johnson, 5<sup>th</sup> ed., Bedford/St. Martin's, 2012.

## **Prerequisite**

Completion of World Civilization II and Form II instructor's approval

## **Advanced Placement U.S. History Description**

Advanced Placement U.S. History is a college-level introductory course which examines the nation's political, diplomatic, intellectual, cultural, social, and economic history from 1491 to the present. A variety of instructional approaches are employed and a college level textbook is supplemented by primary and secondary sources.

## **Course Goals and Objectives:**

Students will:

- Master a broad body of historical knowledge
- Demonstrate an understanding of historical chronology
- Use historical to support an argument or position
- Differentiate between historiological schools of thought
- Interpret and apply data from original documents, including cartoons, graphs, letters, etc.
- Effectively use analytical skills of evaluation, cause and effect, compare and contrast
- Prepare for and successfully pass the AP US History Exam

**The AP Exam will assess student capability and understanding in the following areas:**

Identity

Peopling

Work, Exchange, and Technology

Politics and Power

Environment and Geography

America in the World

Ideas, Beliefs, and Culture

**Course Sequence:**

**1<sup>st</sup> Semester**

**Unit 1: 1491-1607**

**10 Days**

The American Pageant, Chapters 1-3 (15<sup>th</sup> Edition), 1-2 (16<sup>th</sup> Edition)

**Content:** Geography and Environment; Native American diversity in the Americas; Spain in the Americas; conflict and exchange; English, French, and Dutch settlements; and the Atlantic economy.

**Primary Sources:** Johnson, Vol. 1 – Document 1-1, A Taino Story PP. 1-4, Document 2-3, A Conquistador Arrive in Mexico, 1519-1520, PP.23-27

**Video:** The West, “Episode One-The People” Students focus on the native society’s social structure, political structure, economic structure, and trade, dwellings and interactions with the environment before European contact.

### **Unit 1 Summative Assessment**

Students’ research and report (two pages) on how contact changed the Native American society they researched and how this society tried to maintain autonomy. Students then respond to a short-answer question about Native American societies: “Identify three ways that 1492 represented a turning point for Native American societies.”

#### **Essential questions addressed:**

How did the Columbian Exchange affect Europe, Africa, and North America? How did it affect interaction between and among Europeans, Africans, and Native Americans?

How did cultural contact challenge the identities and value systems of peoples from the Americas, Africa, and Europe?

### **Unit 2: 1607-1754**

#### **15 Days**

The American Pageant, Chapters 2-4 (15<sup>th</sup> Edition), 2-6 (16<sup>th</sup> Edition)

**Content:** Growing trade; unfree labor; political differences across the colonies; conflict with Native Americans; immigration; early cities; role of women, education, religion and culture; growing tensions with the British.

**Primary Sources:** Johnson, Vol. 1 – Document 3-1, Richard Frethorne Describes Indentured Servitude in Virginia, PP.37-41, Document 3-4, Bacon’s Rebellion, PP.48-51, Document 4-1, The Arbella Sermon, PP. 56-61, Document 4-5, Words of The Bewitched, PP. 73-76

**Essay Assignment:** Analyze the evolution of the Atlantic economy and describe the developing trade patterns. *To what extent was there a “triangular trade” and how significant was it?*

### **Unit 2 Summative Assessment**

Students respond to 30 multiple-choice questions; the questions are organized into sets. Each set focuses on one of the essential questions given here. Some of the sources in the question sets will be familiar to the students, and some will be new. The test also includes one short answer question: “Analyze the factors behind competition, cooperation, and conflict among different societies and social groups in North America.” The Unit 2 assessment takes one class period to complete.

**Essential questions addressed:**

What factors led to the creation and development of distinct Spanish, French, English, and Dutch colonial regions in North America?

How and why did slavery develop in the British colonies?

What factors shaped the development of Native American society after contact with Europeans in North America?

How were changing religious ideals, Enlightenment beliefs, and republican perspectives influenced by Atlantic world exchanges? How did these ideas and beliefs shape colonial identity, politics, culture, and society?

**Unit 3: 1754-1800**

**19 Days**

The American Pageant, Chapters 5-10 (15<sup>th</sup> Edition), 6-10 (16<sup>th</sup> Edition)

**Content:** Colonial society before the war for independence, colonial rivalries; the Seven Years War; pirates and other democrats; role of women before during, and after 1776; Articles and a Constitution; and early political rights and exclusions.

**Primary Sources:** Johnson, Vol. 1 – Document 6-2, An Oration on the Second Anniversary of the Boston Massacre, PP. 103-107, Document 6-5, Edmund Burke Urges Reconciliation with the Colonies, PP.114-118, Document 8-4, Making The Case for The Constitution, PP. 155-160, Document 9-1, Alexander Hamilton on the Economy, PP.165-169, Document 9-2, Mary Dewees moves West to Kentucky, PP. 169-174, Document 9-5, President George Washington’s Parting Advice to the Nation, PP. 182-186

**In-Class DBQ**

**Unit Three Summative Assessment:** Takes two class periods to complete

Day1- Long Essay Question: The assessment features one long essay, on one of the questions that students received in advance of the assessment. Possible essay questions are:

Why did the colonists rebel against Britain?

How did debates over the Articles of Confederation and the Constitution reflect democratic and republican values and competing conceptions of national identity?

How did the development of the first major party system reflect democratic and republican values and competing conceptions of national identity?

Day 2 – Multiple Choice and Short Answer Questions: Students respond to 30 multiple questions, organized into sets. Each set focuses on one of the essential questions given here. Some of the sources

in the question sets will be familiar to the students, and some will be new. Students answer to the short-answer questions on American identity from the AP United States History Curriculum Framework (Page 81, Question 2)

**Essential Questions addressed:**

How did democratic and republican ideals and emerging conceptions of American identity lead to the Declaration of Independence and the development of American political institutions?

Why did the rebels win the war of independence?

How did democratic and republican values and competing conceptions of national identity affect the development and success of the Articles of Confederation? How did these factors affect the development and ratification of the Constitution?

How and why did the first major party system develop in the early republic?

**Unit 4: 1800-1848**

**14 Days**

The American Pageant, Chapters 11-17 (15<sup>th</sup> Edition), 11-17 (16<sup>th</sup> Edition)

**Content:** Politics in the early republic; parties and votes; reforms and social movements; culture and religion; market capitalism and slavery; growth of immigration and cities; women and Seneca Falls; Territorial expansion and the Mexican War.

**Primary Sources:** Johnson, Vol. 1 – Document 11-3, Alexis de Toqueville Describes the Three Races in the United States, PP.216-219, Document 11-5, Sarah Grimke on the Status of Women, PP.223-226, Document 12-2, The Anxiety of Gain: Henry Bellows on Commerce and Morality, PP.231-234, Document 13-2, Plantation Rules, PP. 250-253.

**In-Class DBQ**

**Unit 4: Unit Summative Assessment:**

The unit-level assessment has 15 multiple choice questions and organized into sets. Each set focuses on one of the essential questions given here.

The assessment also features one long essay, on one of three topics that students are given in advance to guide their review. The possible essay topics include the following:

What were the political and social effects of westward migration in the early 19<sup>th</sup> century?

How did democratic and republican values and competing conceptions of national identity affect the political of the second-party system?



Compare and contrast the economic and social effects of the labor systems of the Industrial Revolution and slavery.

The Unit 4 Summative Assessment takes one class period to complete.

**Essential questions addressed:**

How did westward migration lead to political and social conflicts (both domestically and with foreign powers and Native Americans), and how did it affect the Native Americans?

How were competing conceptions of national and regional identity expressed in the development of political institutions and cultural values after the War of 1812?

How did the Industrial revolution shape labor systems, society, and worker's lives?

How did democratic and republican values and competing conceptions of national identity affect political debates, the development of the second-party system, and the formation of regional identities?

How did enslaved African-Americans develop a sense of group identity and resist the institution of slavery?

**Unit 5: 1844-1877**

**19 Days**

The American Pageant, Chapters 14-22 (15<sup>th</sup> Edition), 18-23 (16<sup>th</sup> Edition)

**Content:** Tensions over slavery; reform movements; politics and the economy; cultural trends; Transcendentalism and Utopianism; the Civil War; rights of freedmen and women, Reconstruction, and freedmen's bureau; and the KKK. Focus on white supremacy before and after the Civil War.

**Primary Sources:** Johnson, Vol. 1.- Document 14-1, The Kansas-Nebraska Act, PP.266-269, Document 14-2, The Anti-Slavery Constitution, PP.269-271, Document 14-3, The Pro-Slavery Constitution, PP. 272-274, Document 15-1, President Lincoln's War Aims, PP.283-286, Document 16-2, Black Codes Enacted in the South, PP. 311-314.

**Videos:** "The West"- Episode Two- *Empire Upon the Trails*, Students take notes focusing on the reasons Americans moved West.

"The Civil War"- Episode Eight- *War is Hell*, after watching segment on the "March to the Sea", students discuss issues related to questions of morality and warfare. They also analyze the role of total war in the Union victory.

**Formative Assessment:** Students respond to the following short-answer prompt: *If the Civil War can be said to have spanned the period between 1850 and 1877, then which side (North or South) achieved its goals? Identify each side's goals and cite specific evidence to support your choice.*

## **Unit 5: Unit Summative Assessment**

The Reconstruction DBQ serves as the summative assessment for this unit. The rest of the content for this unit will be assessed on the semester exam.

### **Essential questions addressed:**

How did the Civil War change the United States?

How did arguments over the meaning and interpretation of the Constitution shape Reconstruction?

How did debates over political values (such as democracy, freedom, and citizenship) contribute to ideological clashes during Reconstruction?

### **Units 1-5: Semester Exam**

The semester exam is a 2-hour summative assessment (taken during one day) of the first five units. Because the students have recently taken a DBQ Essay for the Unit 5 summative assessment, this assessment attempts to simulate the other parts of the AP Exam. The exam consists of three sections:

Section 1: Multiple Choice Questions: 35-40 questions. There will be more questions from Unit 5 than from the other units because this material was not assessed earlier.

Section 2: Short-Answer Questions- Four short answer questions.

Section 3: Long Essay Question – Students choose between one of two long-essay questions, both of which require students to write across two time periods.

## **2<sup>nd</sup> Semester**

### **Unit 6: 1865-1898**

#### **18 Days**

The American Pageant, Chapter 23-27 (15<sup>th</sup> Edition), 23-27 (16<sup>th</sup> Edition)

**Content:** The rights of freedman and women; Post- Reconstruction; freedmen’s bureau, and the 1877 Railroad strike; rise of labor unions and the Populist Party; general themes of industrialization, urbanization, immigration, and imperialism; and Indian wars, the Spanish-American War, and conquests in the Pacific.

**Primary Sources:** Johnson, Vol. 2.- Document 17-5, A Plea to “Citizenize” Indians, PP.36-39, Document 18-4, Andrew Carnegie Explains the Gospel of Wealth, PP.52-55, Document 19-1, A Textile Worker Explains the Labor Market, PP.60-64, Document 20-2, White Supremacy in Wilmington, North Carolina, PP. 83-87, Document 20-4, Conflicting Views About Labor Unions, PP. 90-96, Document 21-5, Booker T. Washington on Racial Accommodation, PP.114-116, Document 21-6, W.E.B. Dubois on Racial Equality, PP. 117-120.

**Video:** “The West” Episode Eight - *Ghost Dance*: Students take notes on the episode, later there will be a guided discussion on the Oklahoma Land Rush, the Dawes Act, Wounded Knee, and mining in Butte, Montana.

### **In Class DBQ**

### **Unit 6: Unit Summative Assessment**

This assessment has 15 multiple-choice questions, organized into sets based as on various sources as on the AP Exam. Each set focuses on one of the essential questions given here.

The assessment also features one long essay, on one of three topics that students are given in advance to guide their review. Possible essay topics in the following:

How did the economic and social changes of the Gilded Age shape the growth of racial and ethnic identities and lead to conflicts over assimilation and distinctiveness?

Compare the beliefs, strategies, and success of reformers advocating changes to economic, political, and social system of the “New” South.

Evaluate the strategies and ideas used to defend and challenge the dominant economics and social order of the Gilded Age?

### **Essential questions addressed:**

How did migration to the West and debates over political values shape the growth of racial and ethnic identities and lead to conflicts over assimilation and distinctiveness?

How did changes in transportation and technology, along with the integration of the US economy into worldwide economic, labor, and migration systems influence US society?

How were philosophical, moral, and scientific ideas used to defend and challenge the dominant economic and social order?

How and why did new labor systems develop, and how did industrialization shape US society and workers’ lives?

What were significant similarities and differences among reformers who advocated changes to the economics, political, and social system of the “New” South? How do their beliefs, strategies, and level of success compare?

What were the strategies that different groups developed for addressing the problems of the Gilded Age?

### **Unit 7: 1890-1945**

#### **22 Days**

The American Pageant, Chapters 28-35 (15<sup>th</sup> Edition), 28-34 (16<sup>th</sup> Edition)

**Content:** The formation of the Industrial Workers of the World and the AFL; industrialization and technology, mass production and mass consumerism, and radio and movies; Harlem Renaissance; Native American culture and boarding schools; political parties and the transition from classical liberalism to New Deal Liberalism with the capitalist crisis of the 1930s; and WWII, demographic shifts, the role of women and nonwhites, and battle for economic rights.

**Primary Sources:** Johnson, Vol. 2- Document 21-3, Mother Jones on the Futility of Class Harmony, PP.109-111, Document 22-1, The North American Review Considers War A Blessing, Not A Curse, PP.122-126, Document 23-3, The Ku Klux Klan Defends Americanism, PP. 152-156, Document 25-1, President Franklin D. Roosevelt Requests Declaration of War on Japan, PP.187-189, Document 25-5, Rosie the Riveter Recall Working in War Industries, PP.204-208.

**Videos:** American Experience: *TR, The Story of Theodore Roosevelt*- Students take notes on a segment of TR. Students respond to questions about the video that are based on the idea of “history as biography.” The class reviews the answer in a whole-group discussion.

American Experience: *FDR* – After watching a segment of FDR, students participate in a guided discussion on the events of 1929-1932 and Hoover’s actions in response to the Great Depression.

American Experience: *The War* by Ken Burns- Students will watch segments from *The War* dealing with the home front and Americans at war during the Second World War. Students will take notes and discuss the changes made in American life because of WWII.

#### **Unit 7: Unit Summative Assessment:**

This assessment has 15 multiple-choice questions, organized into sets. Each set focuses on one of the essential questions given here.

The assessment also features one long essay, on one of four topics that students are given in advance to guide their review. The possible essay topics include the following:

Compare and contrast the beliefs, strategies, and success of the Progressives and the New Deal reformers.

Compare and Contrast the debates over civil liberties and the domestic social changes that occurred during the two world wars.

Evaluate the continuities and changes to women's roles from 1890 to 1945.

Compare the goals of US policymakers in two of the following conflicts and compare how each conflict altered the US role in world affairs: the Spanish-American War, World War I, World War II.

**Essential questions addressed:**

How and why did the Progressives seek to change the role of the local, state, and federal government in the nation's political, social, economic, and environmental affairs? To what extent were the Progressives successful?

How did US involvement in the Spanish-American War, World War I, and World War II alter the nation's role in world affairs?

How did the Great Depression change the US economy, society, politics, and culture and influence public debates about US national identity in the 20<sup>th</sup> century?

How did US involvement in World War II lead to domestic social changes and debates over civil liberties?

**Unit 8: 1945-1980**

**20 Days**

The American Pageant, Chapters 36-39 (15<sup>th</sup> Edition), 35-38 (16<sup>th</sup> Edition)

**Content:** The atomic age; the affluent society and suburbs; discrimination, the Other America, and the African-American Civil Rights movement; Vietnam and US imperial policies in Latin America and Africa; the Beats and the student, counterculture, antiwar, women's, Chicano, and American Indian movements; summer riots and the occupation of Alcatraz; LBJ's Great Society and the rise of the New Right; the Cold War and the US role in the world.

**Primary Sources:** Johnson, Vol.2- Document 26-3, Cold War Blueprint, PP.217-221, Document 27-2, Vance Packard Analyzes the Age of Affluence, PP. 234-238, Document 27-5, President Dwight D. Eisenhower Warns about the Military-Industrial Complex, PP. 246-249, Document 28-2 Dr. Martin Luther King, Jr. Explains Nonviolent Resistance, PP.254-259, Document 28-3, George Wallace Denounces the Civil Rights Movement, PP.259-263, Document 29-3, Military Discipline in an Unpopular War, PP. 281-284.

**Video:***The Century: Episode Thirteen- "Starting Over"*- Students will take notes on this episode and discuss factors behind the decline of liberalism and US power and the rise of conservatism. Students complete notes on their discussion, which are collected and assessed as a means of checking for understanding.

### **In Class DBQ**

#### **Unit 8: Unit Summative Assessment:**

The assessment begins with 15 multiple-choice questions, organized into sets. Each set focuses on one the essential questions given here.

The assessment also features one long essay, on one of three topics that students are given in advance to guide their review. Possible essay topics include the following:

How did US involvement in the Cold War change the United States?

How did the civil rights movement change US politics and society?

How did the developments of the 1970s influence public debates about national identity?

The Unit 8 Summative Assessment takes one class period to complete

#### **Essential questions addressed:**

What were the origins of the Cold War and the goals of US policymakers in the Cold War?

How did US involvement in the Cold War set the stage for domestic political and social change?

How and why have modern cultural values and popular culture grown since World War II, and how have these values affected US politics and society?

How did the civil rights movement change US politics and society?

How and why did the Supreme Court and Great Society programs change the federal government's role in the nation's political, social, economic, and environmental affairs? How did African-American civil rights activism in the 20<sup>th</sup> century affect the growth of other political and social movements, and how did those movements affect American culture, politics, and society?

### **Unit 9: 1980-Present**

## 10 Days

The American Pageant, Chapters 40-42 (15<sup>th</sup> Edition), 39-41 (16<sup>th</sup> Edition)

**Content:** Summary of Reagan's domestic and foreign policies; Bush Sr. and the end of the Cold War; Clinton as a New Democrat; technology and economic bubbles and recessions, race relations, and the role of women, changing demographics and the return of poverty; rise of the prison industrial complex and the war on drugs; 9/11 and the domestic and foreign policies that followed; and Obama: change or continuity?

**Primary Sources:** Johnson, Vol. 2- Document 30-4, President Ronald Reagan defends American Morality, PP.310-314, Document 31-1, National Security of the United States Requires Preemptive War, PP.319-324, Documents 31-4, Joseph Stiglitz Describes Capitalists Fools' Responsibility for the Economic Crisis, PP.332-336.

### **Unit 9: Unit Summative Assessment:**

Six multiple choice questions, in sets, based on the essential questions below, in addition to two short answer questions.

#### **Essential questions addressed:**

How have US foreign policy goals and actions evolved since the end of the Cold War?

What factors have led to increasing globalization, and how has increasing globalization influenced US society?

How have demographic changes since 1980 affected US culture, politics, and society?

How have debates over civil rights, immigration, technology, the economy, the environment influenced US politics and culture and shaped conceptions of US identity?

### **Review for the AP Exam**

#### **The College Board Advanced Placement United States History Exam**

#### **Final Exam**

#### **Grading**

Grades are calculated on a cumulative point system, therefore every assignment, every quiz, and every test is important and must be completed on time in order to receive full credit. (Except for illness/family issues, this does not, however, include "vacations").

## Honors United States History

**I. Textbook- see book list**

**II. Prerequisites**

Successful completion of History II, or equivalent

**III. Course Description**



Honors U.S. History is a challenging course. It is a two-semester survey of American History from the age of exploration and discovery to the present. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents and historiography.

#### **IV. Course Goals**

Students will:

- master a broad body of historical knowledge
- demonstrate an understanding of historical chronology
- use historical data to support an argument or position
- differentiate between historiographical schools of thought
- interpret and apply data from original documents, including cartoons, graphs, letters, etc.
- Effectively use analytical skills of evaluation, cause and effect, compare and contrast

#### **V. Course Objectives**

After completing the course, Students will have broad based knowledge of the scope and sequence of American History and the various interpretations of key historical events and eras.

#### **VI. Course Sequence**

##### **Semester One**

##### **A. Unit 1: Colonial History (2 weeks)**

Readings:

Text-American Pageant Chapters 2-5

Themes:

1. The emergence of American cultural traits and the factors that contributed to them.

2. Emerging regional patterns and how they evolved.

Content:

- Motive and methods of colonization: Spain, France, Britain
- Push-pull factors bringing colonists to the New World
- Comparison and contrast of Southern, Middle, and New England political, economic, social and religious patterns

Test

**B. Unit 2: Independence (2 weeks)**

Readings:

Text: Chapters 6-8

Themes:

1. Colonists reevaluate their relationship with Great Britain and with each other
2. The American Revolution as a conservative or a radical movement
3. The American Revolution's place in world developments of the time period.

Content:

- Mercantilism- costs and benefits for Britain and the colonies
- British policy changes, post 1763
- Emerging colonial cooperation and decision for independence
- Military victory and terms of the Treaty of Paris

Test

**C. Unit 3: Post-Independence and the Critical Period (2 Weeks)**

Readings:

Text: Chapters 9-10

Themes:

1. Impact of colonial experience on post-independence government
2. Development of the United States Constitution and the Bill of Rights
3. The emergence of political parties and the factors that divided them
4. The development of sectional specialization and interdependence
5. The conflict between national power and states' rights

Content:

- Government under the Articles of Confederation- Successes and failures
- Constitutional Convention
  - Personalities
  - Compromises
  - Controversies
  - Ratification
- Hamilton v. Jefferson
- British-French conflict and its impact on American politics
  - Trade
  - Diplomacy
  - Alien and Sedition

Test

#### **D. Unit 4: Jefferson's Administration / Growth of Nationalism (2 weeks)**

Readings:

Text: Chapters 11-12

Handouts

Themes:

1. The peaceful transfer of power from one party to another

2. Changes in party position
3. National growth and the growth of nationalism

Content:

- Jefferson's "Revolution of 1800"
- -Changes in Party Positions
- -Louisiana Purchase
- -Diplomatic Problems
  
- War of 1812: Causes, Conduct, Consequences
  - Era of Good Feelings
  - Rise of Nationalism
  - Diplomatic Achievements
- Marshall Court rulings and precedents
- Monroe Doctrine

Test

**E. Unit 5: The Age of Jackson (2 Weeks)**

Readings:

Text: Chapters 13 – 18

Themes:

1. The emergence of the second American party system
2. The emergence of the "Common Man" in American politics
3. Geographical and economic expansion
4. Reform movements and the American character

Content:

- Election of 1824 and the founding of Jackson's Democratic Party
- Jackson's Administration:
  - Spoils System
  - Nullification
  - Bank War
  - Cherokee Removal
  
- Manifest Destiny and the War with Mexico
- Immigration; social, political, and economic developments; and reform movements, 1820-1850

Test

## **F. Unit 6: Slavery and Sectionalism (2 weeks)**

Reading:

Text: Chapters 19-20

Themes:

1. Sectionalism
2. Slavery and causes of the Civil War

Content:

- Slavery as a social and economic institution
- The politics of slavery:
  - Missouri Compromise
  - Abolitionists
  - Compromise of 1850
  - Kansas-Nebraska Act and "Bleeding Kansas"
  - Dred Scott decision
  - Lincoln-Douglas Debates

- John Brown's Raid
- Election of 1860

Test

**Semester Exam**

## **Semester Two**

### **G. Unit 7: Civil War and Reconstruction (4 Weeks)**

Readings:

Text: Chapters 21-23

Themes:

1. Secession and War
2. The struggle for equality
3. Reconstruction issues and plans
4. Native American relations

**Content:**

- Military strategies, strengths and weaknesses, events and outcomes
- The Home Front, North and South
  - mobilizing manpower, finances, public opinion
  - social, economic, and political impact of war

- Presidential v. Congressional reconstruction plans and actions
- Economic development: the New South?
- 1877 Compromise and Home Rule
- Booker T. Washington and W.E.B. Dubois leadership styles and programs
- Native Americans
  - Plains Wars and Reservation Policy
  - Dawes Act
  
- Comparison of reform attitudes towards African-Americana and Native Americans in the late 19th century

Reconstruction Essay

Test

## **H. Unit 8: Rise of Business and Labor (2 Weeks)**

Readings:

Text, Chapters 24- 25

Themes:

1. Political alignment and corruption in the Gilded Age.
2. Role of government in economic growth and regulation.
3. Social, economic, and political impact of industrialization.

Content:

- Gilded Age politics
- . Party alignment
- . Political corruption and reform
- Industrial growth
- Government support and actions
- Business tycoons: methods, accomplishments, philosophers
- Rise of organized labor

- Changing conditions
- Union, leaders, methods, successes and failures

Test

## **I. Unit 9: Populists and Progressive (3 weeks)**

Readings:

Text, Chapters 26, 27, 28, 31, 32

Themes:

1. Inflation/Deflation – Role of government in the economy
2. Role and effectiveness of third parties
3. Immigration and urbanization
4. Patrician reformers
5. Bryan and Wilson: “Jeffersonian goals in Hamiltonian form” (Conflict and Consensus)
6. Teddy Roosevelt/Taft/Wilson: Conservatives as Progressives (reform to preserve)

Content:

- Agrarian Revolt
- .Post- war problems
- . Attempts to organize
- . Election of 1896
- Immigration and urbanization in the late 19th century
- Social and cultural developments in the late 19th century
- Urban middle-class reformers lead a call for change
- .Muckrakers
- . Women’s issues and roles
- . Political corruption and reforms
- .Consumer and environmental protection
- . Business and labor issues
- Teddy Roosevelt, Taft, and Wilson administration’s respond to Progressive movement.



Test

## **J. Unit 10: Imperialism and World War I (3 Weeks)**

Readings:

Text, Chapters 29, 30, and 33

Themes:

1. The changing role of the US in world affairs – from isolationism to world power.
2. US motives in World War I and post-war agreements
3. Presidential and congressional roles in policy management.

Content:

- Reasons for interest in world affairs
- Spanish-American War
- . Cuban situation
- .Military preparedness and action
- .Treaty provisions
- .Philippine annexation –debate and results
  
- Open Door Policy
- Teddy Roosevelt’s “big stick diplomacy”
- .Roosevelt Corollary and applications
- . Panama intervention and canal building
- . Nobel Peace Prize
  
- Taft’s Dollar Diplomacy
- Wilson’s “Moral’ or “Missionary” Diplomacy
- Neutrality, 1914-1917
- World War I as a war to “make the world safe for democracy”
- Various interpretations of US motives in World War I

- World War I at home
- Economic impact
- Harassment of German-Americans
- Women and Minorities
- Espionage and Sedition Acts
- Business and Labor relations
- Creel Committee – wartime propaganda
- Treaty negotiations and Senate rejection of Versailles Treaty

Major Assignments and Assessments:

World War I Position Statement- Students evaluate the US claim to be fighting the war “to make the world safe for democracy” Was it a valid claim? (Unit Test)

### **K. Unit 11: The 1920s – 1930s (3 Weeks)**

Readings:

Text, Chapters 34, 35, and 36

Themes:

The 1920s:

1. Post – World War I compared to post – Civil War nativism, laissez-faire, labor government, farmers, and attitudes toward reform.
2. US pursuit of “advantages without responsibilities”.
3. Administration policy of “nullification by administration”
4. Cultural conflicts: native v. foreign; rural v. urban.
5. Revolution in manners and morals

The 1930s:

1. The role of government in society and the economy
2. Political realignment.
3. Human suffering and response to the Great Depression>

Content:

- The 1920s
  - Post War recession
  - Intolerance
  - KKK
  - Immigration restriction
  - Sacco and Vanzetti
  - Prohibition and Organized Crime
  - Jazz Age culture, Youth Rebellion, Literature of Disillusionment
  - Business growth and consolidation, credit and advertising
  - Harding, Coolidge, and Hoover Administrations
  - Scandals
  - "Trickle-down economics"
  - "Business of America is Business"
  - Boom and Bust in the Stock Market
  - Foreign Policy
- 
- The 1930s
  - Hoover v. Roosevelt's approach to the Depression
  - New Deal Legislation – Effectiveness and Criticisms
  - Supreme Court Reactions and Court Packing Plan
  - Dust Bowl and Demographic Shifts
  - Extremists' alternatives: Coughlin, Long, Townsend
  - Political Party Alignment – the new Democratic Coalition
  - Impact of the Great Depression on various population groups

Test

## **L. Unit 12: World War II and the Origins of the Cold War (3 weeks)**

Readings:

Text, Chapters 37, 38, and 39

Themes:

1. Comparison of Wilson and Roosevelt as neutrals, wartime leaders, Allied planners, post-war planners.
2. US adopts new role as peacetime leader in post war world.
3. Home front conduct during World War I and World War II

Content:

- US response to aggression – neutrality legislation, Lend-Lease Act
  - Pearl Harbor and US response
  - Military Strategy
  - Germany First
  - Second Front Debate
  - Island hopping
  - Atomic Bomb
  - Home Front
  - Relocation of Japanese-Americans
  - Women and Minorities in the Workplace
  - Demographic Impact
- 
- Wartime Diplomacy and Cooperation
  - Atlantic Charter (Compare to Fourteen Points)
  - Wartime Conferences
  - United Nations Founding and participation
  - Splintering of Wartime Alliance and Adoption of Containment
  - Berlin Airlift

- Truman Doctrine
- Marshall Plan
- NATO
- Korea

Major Assignments and Assessments:

Essay: Was the “Germany First” strategy adopted by the US the proper strategy to pursue in World War II, considering that Japan had attacked the United States at Pearl Harbor? Elaborate in detail.

Test

### **M. Unit 13: Post-War Domestic Issues (2 Weeks)**

Readings: Chapters 40, 41, 42, and 43

Themes:

1. Continued impact of New Deal in government’s role in society.
2. Struggle of civil liberties and civil rights.
3. Checks and balances at work in American politics

### Content:

- Truman Administration
- Fair deal
- GI Bill of Rights
- Taft- Hartley Act
- 22nd Amendment
- 1948 Election
- Loyalty Program
- Integration of the Armed Forces

- Eisenhower Administration
- McCarthyism
- Modern Republicanism
- Highway Construction
- Brown v. Board of Education of Topeka
- Earl Warren Court
  
- Kennedy/Johnson Administrations
- Civil Rights Movement: Popular and Government response
- War on Poverty and Great Society Programs
- Counter-Culture and anti-establishment Movements

Test

**N. Unit 14: Foreign Policy – Eisenhower to G.W. Bush (3 Weeks)**

Readings:

Text: Chapters 40, 41, 42, and 43

Themes:

1. Cycles of freezes and thaws in East-West relations
2. The “Vietnam Syndrome” in post-war foreign policy.
3. Human rights v. strategic self-interest in policy formulation.
4. Interrelationship of foreign policy and stability.

Content:

- Eisenhower
- Liberation, not containment
- John Foster Dulles
- Massive retaliation
- Asia Policies:
  - Korea
  - Southeast Asia- Geneva Accords and aid to South Vietnam

- Peaceful Co-Existence – Khrushchev’s visit
- U-2 Incident
  
- Kennedy
- Flexible Response
- Aid for Social and Economic Development
- Peace Corps
- Alliance for Progress
- Southeast Asia military and economic aid
- Berlin
- Bay of Pigs (1961) and Cuban Missile Crisis (1962)
- Johnson
- Vietnam War
- Nixon/ Ford
- Vietnamization
- Nixon Doctrine
- China Card
- Détente
- Carter
- Human Rights Policies
- Camp David Accords
- Panama Canal Treaties
- SALT II, Afghanistan, and Olympic Boycott
- Iran Revolution and Hostage Crisis
- Reagan
- The “Evil Empire”
- Strategic Defense Initiative (SDI/”Star Wars”)
- Iran-Contra
- Grenada/ Lebanon
- The twilight of the Cold War

Test

## **Final Exam**

### **VII. Evaluation**

Unit assignment sheets will be provided every two/three/four weeks. Daily reading assignments and discussion questions will be included. Class will be a combination of lecture, coverage of discussion questions, and answering student questions. Tests will be a combination of objective and essay questions. Periodically student essays will be required.

### **VIII. Supplemental Materials**

Readings, Maps, and other materials will be provided as needed



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## **Advanced Placement American Government and Politics**

### **I. Textbook**

Thomas E. Patterson, The American Democracy, New York: McGraw-Hill, 2011

### **II. Prerequisites**

Successful completion of Junior History and approval of Junior History instructor

### **III. Course Description**

This college-level course is an introduction to the U.S. government and political system. We will study government institutions and political processes and examine policy choices. The institutions and policies of the government are considered in light of historical change, constitutional procedures, and comparative perspectives.



#### **IV. Course Goals**

In preparation for the A.P. Exam, students will:

- Improve their writing skills
- Improve their analytical skills
- Increase the volume and depth of their reading

#### **V. Course Objectives**

To achieve the two goals of successfully completing this class and achieving a top score on the A.P. Exam, students will become proficient in the following:

- Foundations of Government
- Institutions of Government
- The Electoral System
- Political Behavior
- The Courts and Our Rights
- Public Policy

#### **VI. Course Sequence**

1st Semester

##### **1st Quarter**

##### **1. Constitutional Underpinnings of United States Government**

A. Considerations that influenced the formulation and adoption of the Constitution

B. Separation of powers

C. Federalism

D. Theories of democratic government

Unit Test

## **2. Political Beliefs and Behaviors**

- A. Beliefs that citizens hold about their government and its leaders
- B. Processes by which citizens learn about politics
- C. The nature, sources, and consequences of public opinion
- D. The ways in which citizens vote and otherwise participate in political life
- E. Factors that influence citizens to differ from one another in terms of political beliefs and Behaviors

Unit Test

## **2nd Quarter**

### **3. Political Parties, Interest Groups, and Mass Media**

- A. Political parties and elections
  - 1. Functions
  - 2. Organization
  - 3. Development
  - 4. Effects on the political process
  - 5. Electoral laws and systems
- B. Interest groups, including political action committees (PACs)
  - 1. The range of interests represented
  - 2. The activities of interest groups
  - 3. The effects of interest groups on the political process
  - 4. The unique characteristics and roles of PACs in the political process

C. The mass media

1. The functions and structures of the media

2. The impacts of media on politics

Unit Test

**Semester Exam**

2nd Semester

**3rd Quarter**

**4. Institutions of National Government: The Congress, the Presidency,  
the Bureaucracy, and the Federal Courts**

A. The major formal and informal institutional arrangements of power

B. Relationships among these four institutions and varying balances of power

C. Linkages between institutions and the following:

1. Public opinion and voters

2. Interest groups

3. Political parties

4. The media

5. Subnational governments

## **4th Quarter**

### 5. Public Policy

- A. Policymaking in a federal system
- B. The formation of policy agendas
- C. The role of institutions in the enactment of policy
- D. The role of the bureaucracy and the courts in policy implementation and interpretation
- E. Linkages between policy processes and the following:
  - 1. Political institutions and federalism
  - 2. Political parties
  - 3. Interest groups
  - 4. Public opinion
  - 5. Elections
  - 6. Policy networks

Unit Test

## **6. Civil Rights and Civil Liberties**

- A. The development of civil liberties and civil rights by judicial interpretation
- B. Knowledge of substantive rights and liberties
- C. The impact of the Fourteenth Amendment on the constitutional development of rights and  
Liberties

Unit Test

**Final Exam**

## VII. Evaluation

Students are given 60-question, 45-minute multiple-choice tests following each unit. These questions have five possible responses, as do questions on the AP Exam. Every two weeks, students write a 25-minute essay in class. These are graded according to a rubric.

## VIII. Supplemental Materials

Readings and other materials will be provided as needed by the instructor

# Introduction to Economics and World Issues

**Textbooks- see book list**

**Prerequisites:** Must be a Form IV (Senior) student

### **Course Description:**

Students will learn the theoretical foundation of economics, the philosophical foundation of economics, measurements of economic performance, the concepts of Monetary and Fiscal Policy, Globalization, Trade, Finance, Macroeconomics, Microeconomics, National Interests, Tools of Foreign Policy, Making of U.S. Foreign Policy, The Evolution of Modern U.S. Foreign Policy (Cold War to the Present), International Institutions, and Modern Day International Relations.

### **Course Goals:**

Students will be able to analyze, interpret, and apply the introductory principles of Economics and International Relations.

# Course Outline:

## 1<sup>st</sup> Semester

### 1<sup>st</sup> Quarter:

#### Part 1- Introduction

Economic Philosophy- What is Economics?

Basic and Standard Terminology

Economic Models: Trade-Offs and Trade

Supply and Demand

Markets

Elasticity and Taxation

Inputs and Costs

**Test/Quiz/Writing**

**Textbook Reading: Nations, Chapter 1**

#### Part 2- Economic Systems

Capitalism: 1776-2014

A "Brief" History of Capitalism

Economic Actors

Case Study: 2007-2008 Financial Crises

**Test/Quiz/Writing**

**Textbook Reading: Cleaver, Chapters 1 and 2, Nations, Chapter 2**

### **Part 3 – Output, Income, Happiness and the Role of The State**

Output

Income

Happiness

The State and Economics

The Morality of State Intervention

Market Failures

Government Failure

Market and Politics

What Governments Do

Economics is a Political Argument

**Test/Quiz/Writing**

**Textbook Reading: Nations, Chapter 3**

### **Part 4 – Supply**

Private Property

Capital, Investment, and Growth

Production Theory

Competition, Prices, and Profits

Monopoly and Oligopoly

**Test/Quiz/Writing**

**Textbook Reading: Nations, Chapter 4**

## 2<sup>nd</sup> Quarter

### **Part 5- Inflation and Unemployment**

The Fallacy of Composition

The Circular Flow Model

Keynes and Hayek: The Debate

Friedman

Supply-Side Economics

Rational Expectations

**Test/Quiz/Writing**

**Textbook Reading: Cleaver, Chapter 5, Nations, Chapter 5**

### **Part 6- Money, Banks, Bubbles, and Crisis**

The Nature of Money

Commercial Banking

The Creation of Money

Central Banks and the Money Supply

The Demand for Money

Monetary Policy with Global Markets

Exchange Rates

The Euro

International Money Crises



**Test/Quiz/Writing**

**Textbook Reading: Cleaver, Chapter 6, Nations, Chapter 6**

**Part 7 – National Income, World Trade, and Multi-National Enterprise**

The Circular Flow of Incomes

The Balance of Payments

Comparative Advantage and the Gains from Trade

Arguments for Trade Protection

Infant Industries

Multi-National Companies

**Test/Quiz/Writing**

**Textbook Reading: Cleaver, Chapter 7, Nations, Chapter 7**

**Part 8- Poverty and The Environment**

Growth Theory

Social Capital

Sustainable Development

**Textbook Reading: Cleaver, Chapter 8**

**Semester Final Examination**

## *2<sup>nd</sup> Semester*

### **3<sup>rd</sup> Quarter**

#### **Part 1- International Relations**

Why is the study of International Situation important in the 21<sup>st</sup> century?

National Interests- What are they and why are they important?

Tools of US Foreign Policy:

Diplomacy: Department of State

Military: Department of Defense

Intelligence: The Director of National Intelligence, The national Security Agency, The Central Intelligence Agency (In all there are over 18 US agencies that collect intelligence)

Trade: the US Trade Representative

US Ambassador to the United Nations

#### **Test**

**Textbook Reading: Brun, Chapters 1 and 2, Nations, Chapters 8 and 9**

## **Part 2 – Current United States Foreign Policy**

Middle East

Europe and the European Union

Russia

China and East Asia

Terrorism

Latin America

**Test**

**Textbook Reading: Brun, Chapters 3, 4, 5, and 6, Nations, Chapters 10 and 11**

**4<sup>th</sup> Quarter**

## **Part 3 – The Historical International Situation**

Evolution and History of Modern US Foreign Policy: from Cold War to the Present

**Test**

**Textbook Reading: Brun, Chapters 7, 8, 9, and 10, Nations Chapters 12 and 13**

## **Part 4- Modern World Issues and the Future**

International Institutions:

Institutions in Action: Considering Modern Day IR dilemmas

**Test**

**Textbook Reading: Brun, Chapters 11, 12, 13, and 14, Nations Chapters 14 and 15**

**Semester Final Exam**

### **Grading:**

Grades are calculated on a **cumulative point system**, therefore every assignment, every quiz, and every test is important and **must be completed on time in order to receive full credit.**

# Advanced Placement Modern European History

## **I. Textbook- see book list**

## **II. Prerequisites**

Successful completion of Junior History and approval of Junior History Instructor

## **III. Course Description**

The course is divided into two semesters: (1) the Later Middle Ages through the Industrial Revolution, and (2) the Post-1815 Period to the present. Areas of concentration include social, political, and economic history coupled with an intense study of cultural and intellectual institutions and their development. These areas are studied from a variety of perspectives with the hope of providing a balanced view of history.

## **IV. Course Goals**

The goals of the European History course are to develop (1) an understanding of the principal themes in modern European history, (2) the ability to analyze historical evidence, and (3) the ability to express that understanding and analysis effectively in writing.

## **V. Course Objectives**

The objective of the course is to increase students' understanding and appreciation of European history while helping each student succeed on the AP European History Exam.

## **VI. Course Sequence**

### **Semester One**

#### **A. Contemporary Europe**

- Test on a map of present day Europe
- Students do a brief oral report on some aspect of contemporary Europe

#### **B. Renaissance**

- Students do smart board presentations on an artist of the Renaissance or Machiavelli
- Video: “The Medici: Godfathers of the Renaissance”
- Each student reads a different chapter in The Prince and writes a brief summary and commentary and we discuss those in class

### **C.Reformation**

- Oral report on a religious leader or group
- Video: excerpts from recent version of “Luther”
- Chart on aspects of religions
- Oral report on a character in the English Reformation
- Video: excerpts from “A Man for All Seasons.”

Test

### **D. Religious Wars**

- Oral report on an aspect of the religious wars

### **E. Constitutionalism and Absolutism**

- Oral report on an aspect of England or France in the 1600s
- Video: excerpts from “Cromwell”
- Read Wiesner, Chapter 2, “Staging Absolutism”

Test

### **F. Thought and Culture in the 16th and 17th centuries**

- Oral report on an aspect of the Scientific Revolution
- Video: section on Galileo in “The Medici: Godfathers of the Renaissance” and from “Ascent of Man: Music of the Spheres”

Quarter Test

### **G. Society and Economy**

- Oral reports on a social class or on some aspect of the Industrial Revolution
- Video: excerpts from “Barry Lyndon”
- Read Wiesner, Chapter 4, “A Statistical View of Rural Life”

#### **H. Enlightenment**

- Oral report on some thinker or aspect of the Enlightenment

#### **I. French Revolution**

- Read Wiesner, Chapter 1, “: Peasant Violence”
- Read articles by Lefebvre, Egret, Eisenstein and Godechot in French Revolution: Conflicting Interpretations by Kafker and Laux, write a paper on coming of the revolution, and give an oral report on that
- Read Wiesner, Chapter 5, “A Day in the French Revolution”
- Smart board presentation on a different period in the revolution
- Videos: excerpts from “Danton” and “Start the Revolution Without Me”
- Brief paper on whether the violence of the revolution was necessary

#### **J. Napoleon**

- Oral report on some aspect of Napoleon, judging whether that was a continuation of the policies of the Revolution or a new departure

#### **Semester Exam**

#### **Semester Two**

### **K. Economic Advance and Social Unrest**

- Read Wiesner, Chapter 6, "Labor Old and New"
- Brief smart board presentation on some aspect of social life in the 19th century
- Video: excerpts from "Germinal"
- Read Wiesner, Chapter 7, "Liberalism and Socialism"

### **L. Age of Nation-States**

- Students write a paper on Bismarck's policies leading to the unification of Germany or Cavour's policies leading to Italian Unification

Test

### **M. Society and Politics to World War I**

- Read Wiesner, Chapter 8, "Vienna and Paris"
- Read Wiesner, Chapter 10, "Art, 1870-1920"

### **N. World War I**

- Read Wiesner, Chapter 9, "New Imperialism"
- Videos: excerpts from "Victoria's Empire" and "Khartoum"
- Each student writes a paper and gives an oral report on the extent to which a certain country is responsible for the outbreak of war.

### **O. Political Experiments of the 1920s**

- Oral report on some aspect of the Soviet Union under Lenin and Stalin to 1931

Quarter Test

### **P. Great Depression**



- Oral report on some aspect of totalitarianism in Germany, Italy, the Soviet Union or Spain or the threat of totalitarianism in other European countries
- Videos: brief excerpts from “Dr. Zhivago” and “Reds,” and “Triumph of the Will”

#### **Q. World War II and The Cold War**

- Students will report on a crisis in the Cold War
- Videos: excerpts from “Atomic Cafe,” “Dr. Strangelove,” and “Bananas”
- Read Wiesner, Chapter 14, Youth in the 1960s

Test

#### **R. Dawn of the 21st Century**

- Read Wiesner, Chapter 15, “Migration and the Problem of Assimilation”
- Oral report on some aspect of modern culture: music, art, architecture, conveniences, etc.
- Paper and oral report on some aspect of contemporary Europe: collapse of Soviet Union, European Union, etc.

#### **Final Exam**

#### **VII. Evaluation**

Exams/Tests are rigorous because they are intended to challenge students at the AP Exam level. Moreover, they are designed to give students frequent experience with the types of multiple-choice questions, free-response questions, and document-based questions that appear on the AP Exam. Frequent exams also ensure that students read the textbook and supplementary readings, consistently check for understanding, and take copious notes that are thorough and well organized.

#### **VIII. Supplemental Materials**

Extra readings from:

Weisner, Merry E., Julius R. Ruff and William Bruce Wheeler. Discovering the Western Past: A Look at the Evidence. 3rd ed. 2 vols. Boston: Houghton Mifflin, 1997.