

Welcome to AP United States History (APUSH), my name is Cathy McDougall and I will be your teacher this semester. Together, we will work as practicing historians to explore the United States' dynamic and complicated past. The ultimate goal of this course is to prepare students for the AP exam offered in May 2020. APUSH focuses on developing students' abilities to think conceptually about U.S. history and apply historical thinking skills as they learn about the past. Historical thinking skills provide students with the opportunity to think like a historian, specifically to analyze evidence about the past and to create persuasive historical arguments.

There is no prerequisite for APUSH; however, this is a **college level course** and there is a great amount of reading material (Textbook, primary and secondary sources) and an extensive amount of writing required. Students should expect homework each night. The course will begin with a focus on the skills necessary for success and quickly transitions into learning the vast amount of course content covered on the AP exam students take in May.

Classwork & Homework:

- Please have a computer to use in addition to a phone, it is easier to complete assignments on a computer. If you need a computer, please contact Assistant Principal Rishi Lal in the main office.
- Students should plan for 60 minutes of homework per night. There is a substantial amount of independent reading of the text, primary source documents and web based research for this course.

Academic Honesty:

- Copying and/or plagiarism of essays or assignments is unacceptable and easy to spot, so do your own work! All parties involved will be penalized by receiving zero points and the event will be noted on each student's school record.

Grades will include a variety of assignments and assessments.

- My AP Daily Videos
- Small and Large Group Discussions
- Textbook notes
- Podcast notes
- Close Readings
- Free responses
- Essays
- Projects
- Presentations
- Quizzes administered on the College Board My AP website
- Tests administered on the College Board My AP website

Note: I do not round up final grades!

The best way to contact me is through our district email catherinemcdougall@sccs.net, I check email multiple times a day.

I look forward to working with you this semester, **Cathy McDougall**

On the next few pages of this document you will see the pacing guide for this class and the student contract for distance learning expectations.

Pacing Guide Below is the Pacing Guide for this class showing the Time Periods and Topics covered this semester. Be aware that the guide is subject to change, especially due to this new distance learning schedule. Check the Google Classroom regularly for updates.

For a full list of the key concepts covered on the AP exam click here [AP U.S. History Concept Outline](#)

Week 1 Introduction to the class
Week 2 1607-1754 Topic 2.6 Slavery and British American Colonies
Week 3 1754-1800 Topic 3.2 The Seven Years' War Topic 3.3 Taxation Without Representation Topic 3.4 Philosophical Foundations of the American Revolution
Week 4 1754-1800 Topic 3.7 The Articles of Confederation Topic 3.8 The Constitutional Convention and Debates over Ratification .
Week 5 1800-1848 Topic 4.2The Rise of Political Parties and the Era of Jefferson. Topic 4.3 Politics and Regional Interests Topic 4.4 America on the World Stage
Week 6 1800 to 1848 Topic 4.5 The Market revolution: Industrialization Topic 4.8 Jackson and Federal Power Topic 4.10 The Second Great Awakening Topic 4.12 African Americans in the Early Republic
Week 7 1844-1877 Topic 5.2 Manifest Destiny Topic 5.4 The Compromise of 1850 Topic 5.5 Sectional Conflict: Regional Differences
Week 8 1844-1877 Topic 5.6 Failure to Compromise Topic 5.8 Military Conflict in the Civil War Topic 5.9 Government Policies During the Civil War
Week 9 1844-1877 Topic 5.10 Reconstruction Topic 5.11 Failure of reconstruction

<p>Week 10</p> <p>1865-1898</p> <p>Topic 6.3 & 6.8 Westward Expansion and Immigration</p> <p>Topic 6.4 The “New South”</p>
<p>Week 11</p> <p>1865-1898</p> <p>Topic 6.6 The Rise of Industrial Capitalism</p> <p>Topic 6.8 Immigration and Migration in the Gilded Age</p> <p>Topic 6.11 Reform in the Gilded Age</p>
<p>Week 12</p> <p>1890-1945</p> <p>Topic 7.2 Imperialism: Debates</p> <p>Topic 7.3 The Spanish American War</p> <p>Topic 7.4 The Progressives</p>
<p>Week 13</p> <p>1890-1945</p> <p>Topic 7.6 World War I: The Home Front</p> <p>Topic 7.7 1920’s Innovations in Communication and Technology</p> <p>Topic 7.8 Cultural and Political Controversies</p>
<p>Week 14</p> <p>1890-1945</p> <p>Topic 7.9 The Great Depression</p> <p>Topic 7.10 The New Deal</p>
<p>Week 15</p> <p>1890-1945</p> <p>Topic 7.12 World War II: Mobilization</p> <p>Topic 7.13 World War II: Military</p>
<p>Week 16</p> <p>1945-1980</p> <p>Topic 8.2 The Cold War from 1945 to 1980</p> <p>Topic 8.3 The Red Scare</p>
<p>Week 17</p> <p>1945-1980</p> <p>Topic 8.7 America as a World Power</p> <p>Topic 8.8 The Vietnam War</p>
<p>Week 18</p> <p>1945-1980</p> <p>Topic 8.7 Early Steps in the civil Rights Movement (1940s and 1950s) Topic 8.10 The African American Civil rights Movement (1960s) Topic 8.11 The Civil Rights Movement Expands</p>
<p>Week 19</p> <p>1945-1980</p> <p>Topic 8.12 Youth Culture of the 1960s</p> <p>Topic 8.14 Society in Transition</p>

APUSH Student Expectations Contract

Turn in through the assignment page in Google Classroom after you add your initials in the box next to each statement to indicate you have read it and understand your responsibility as a student in this course.

	To earn full credit on assignments all work must be done honestly, thoroughly, accurately, and demonstrate motivation.
	Students are expected to attend and participate in daily virtual class meetings where attendance will be taken.
	Students will communicate with me through email and are expected to use their district issued email address. All concerns about this class must come through email, not the private message feature embedded in Google Classroom or Illuminate message feature.
	Students are expected to regularly check the Google Classroom Classwork tab and the To Do List to keep track of what they need to turn in. Students understand that an assignment will not count as complete, unless they have actually submitted through the Classroom page.
	Participating in virtual class is mandatory. Students are expected to participate with their camera on when prompted by the teacher and be prepared to turn their mic on. If students are experiencing technical difficulties they agree to get issues solved in a reasonable time frame to once again be able to participate in virtual class.
	Students are expected to demonstrate academic/professional behavior and language during virtual class meetings. If students do not respect others during class meetings they will be removed and risk being banned from future meetings.
	All students are expected to participate in group projects and presentations.
	Participation in class discussions is essential to success in this course. Students are expected to reference their notes from a variety of sources when participating in discussions.
	Students are expected to access and utilize their Google Calendar for access to meeting links and planning.
	Keep up with the workload and schedule your time wisely, Late work will earn reduced points. <ul style="list-style-type: none">● Ontime assignments may earn full points.● Late assignments up to seven days will receive a point deduction of one grade down.● After eight days assignments are worth fifty percent.
	Make up summative assessments are by appointment only. If a student misses more than one summative assessment, the student is required to have a meeting with me, and a parent/ guardian before scheduling a make-up.