

El Monte Union High School District

Course Outline

Course Title: AP U.S. History This course mi

Textbook(s): Various (see attached)

Transitional* _____ (Eng. Dept. Only)

Sheltered (SDAIE)* _____ **Bilingual*** _____

AP** ☒ **Honors****

Department: Social Science

CTE*:**

Industry Sector: _____

Pathway: _____

(check one)

☐ **Intro** ☐ **Intermediate** ☐ **Capstone**

Grade Level (s): 11th

Semester **Year**

Year of State Framework Adoption:

2016_____

Sample Assignment: APPARTS Document Analysis of primary source
Culminating Project: Unit exam, including multiple choice (MC) and free response questions (FRQ)

Unit Title: Manifest Destiny, Sectionalism, Civil War, & Reconstruction (1844-1877)

Content: APUSH Time Period 5

Sample Assignment: Document analysis & writing a thesis
Culminating Project: Unit exam, including multiple choice (MC) and free response questions (FRQ)

Unit Title: The Gilded Age & the Progressive Era (1865 - 1898)
Content: APUSH Time Period 6

Sample Assignment: One-pager to illustrate historical concept
Culminating Project: Unit exam, including multiple choice (MC) and free response questions (FRQ)

Unit Title: The U.S. As An Emerging Imperial Power (1890 - 1945)
Content: APUSH Time Period 7

Sample Assignment: Document Based Question (DBQ) essay
Culminating Project: Unit exam, including multiple choice (MC) and free response questions (FRQ)

Unit Title: The U.S. As A Superpower (1890 - present)
Content: APUSH Time Periods 8 (1945-1980) & 9 (1980-present)

Sample Assignment: Long Essay Question (LEQ) response
Culminating Project: AP Practice Exam

Unit Title: Post-AP Project
Content: Review of all course content

Culminating Project: End-of-year project that demonstrates student understanding of major course themes

(Add additional units at the end)

4. Describe how this course integrates the schools SLO (former ESLRs- Expected School-wide Learning Results):

SLOs vary from site to site, but each site's SLOs include an emphasis on literacy. AP U.S. History addresses literacy by involving students in rigorous thinking, reading, and writing of primary and secondary sources across the chronological and thematic spectrum of U.S. History. Students who successfully complete this course will be better prepared for college-level literacy tasks, particularly in the humanities.

8. Supplemental Materials of Instruction (Note: Materials of instruction for English Language Learners are required and should be listed below)

Type of material (book, manual, periodical, article, website, primary source document, etc.)	Author	Publisher	Edition/Year	URL	Primary book, read in its entirety? (Y/N)
AP Classroom (website)		College Board		https://apclassroom.collegeboard.org/	N
Albert (website)		Learn By Doing		albert.io	N
A People's History of the United States (book)	Howard Zinn			N/A	N
AP US History Crash Course (book)		REA			N
AP US History		Princeton Review			N
AP US History flashcards (study guide)		Barron's			

List of Textbooks Approved by Board of Trustees for AP U.S. History

The Board does not approve textbooks for AP courses; instead, the College Board approves AP syllabi in its yearly Course Audit.

Below is a list of