



# EAGLE MOUNTAIN SAGINAW ISD

*Fostering a Culture of Excellence*

Dear Parent or Guardian,

The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials – their relevance to a given interpretive problem, reliability, and importance – and to weigh the evidence and interpretations presented in historical scholarship. AP U.S. History students should develop the skills necessary to arrive at conclusions on the basis of an informed judgement and to present reasons and evidence clearly and persuasively in essay format.

**Extra time is required on the part of AP students for class preparation, outside reading, and completion of assignments. AP courses provide students with a learning experience equivalent to that obtained in most college introductory courses. Students who take AP U.S. History are expected to take the Advanced Placement Exam in the spring. AP U.S. History students are required to pass the State of Texas Assessments of Academic Readiness (STAAR) End-of-Course (EOC) U.S. History Exam to meet part of the graduation requirements.**

## **1<sup>st</sup> Six Weeks Overview**

Students will engage in course work over the following units of study:

- **Unit 1: 1491-1607**  
On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world. Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other. European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic. Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group.
- **Unit 2: 1607-1754**  
Europeans and American Indians maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and native societies emerged. Differences in imperial goals, cultures, and the North American environments that different empires confronted led Europeans to develop diverse patterns of colonization. European colonization

efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples. The increasing political, economic, and cultural exchanges within the “Atlantic World” had a profound impact on the development of colonial societies in North America.

- Unit 3: 1754-1800

British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggle over the new nation’s social, political, and economic identity. Britain’s victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists, the American Indians, culminating in the creation of a new nation, the United States. In the late 18<sup>th</sup> century, new experiments with democratic ideas and republican forms of government, as well as other new religious, economic, and cultural ideas, challenged traditional imperial systems across the Atlantic World. Migration within North America, cooperative interaction, and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic, multiracial national identity.

**Celebrate Freedom will take place during the 1<sup>st</sup> 6 weeks, and the students will be exposed to the intent, meaning, and importance of the Declaration of Independence and the Constitution, including the Bill of Rights, in their historical contexts.**

### Student Assessment

Throughout the 1<sup>st</sup> Six Weeks, student knowledge and understanding will be assessed in a variety of ways, such as:

- Historical Thinking Skills
  - Periodization – what time period or era does it fit into (key words: turning point)
  - Causation – how and why something happened (key words: causes, effects, led to, development of, impact)
  - Comparison – what are the similarities and differences (key words: causes and effects)
  - Contextualization – why did it matter at that given time in history
  - Continuity and change over time – what is the same and different over time (key words: maintain continuity and foster change)
  - Historical argumentation – what is your position on the issue (as foundation toward SAQ, LEQ, and DBQ writing assignments)
  - Interpretation – what is it saying and what does it mean
  - Synthesis – so what, and why does it matter
  - Use of historical evidence – how will you use evidence to support your argument & stance on a historical topic
- Course Learning Objectives
- Class Discussion and Cornell Notes/Annotation
- Thinking Maps and Graphic Organizers
- Collaborative Small and Large Group Discussions (Paideia, Socratic)

- Document Analysis of Primary and Secondary Sources (Historiography)
- Critical Listening and Note Taking/Summarizing
- Critical Questioning
- Mental Mapping – geographical awareness
- Formative and Summative Assessments
- Project based research/projects

Please feel free to contact us if you have any questions or concerns regarding your student. We look forward to working with you and your child to ensure academic success.

Respectfully,  
AP U.S. History Teachers