

## 11<sup>TH</sup> Grade US History

Academic United States History	AP United States History	ACC United States History
<p><b>Course Content</b> United States History covers content from 1877 to modern day America, picking up from where 8<sup>th</sup> grade US History courses left off, after the Civil War.</p>	<p><b>Course Content</b> The first semester of AP United States History covers content from 8<sup>th</sup> Grade United States History, but with college-level thinking, reading and writing skills. The course begins with European colonization and concludes the first semester with the Civil War. The second semester covers all 11<sup>th</sup> grade content, from Reconstruction to modern America.</p> <p><b>** Please note: The curriculum in APUSH does not line up with the academic curriculum. Students who drop APUSH after the first semester will miss instruction that spans 80 years of US History that will be tested on the End-of-Course exam (STAAR). Therefore, to ensure students are properly prepared for the STAAR test, students who drop APUSH must also attend Delta before or after school to complete the units of online coursework that cover this time period.</b></p>	<p><b>Course Content</b> ACC content mirrors AP United States History content.</p> <p>This is a college course and requires regular attendance and expectations for work completed outside the school day. Students will need good reading, writing, and study skills to succeed in this course. Students will be responsible for multiple readings, and, depending on the individual instructor, may be obliged to read an outside book and/or do a research paper. Students will have to write essays, book reports, and/or research papers and will be expected to write using all the appropriate conventions of grammar and writing.</p>
<p><b>Goals &amp; Objectives</b> The primary goal is for our students to be knowledgeable citizens in order to be active participants in society and politics. We also strive for every student to be successful on their United States History EOC Exam.</p>	<p><b>Goals &amp; Objectives</b> While the goals and objectives align with Academic United States History, AP also ensures to build college-level writing skills throughout the year. We also strive for every student to attain college credit through the AP United States History Exam.</p>	<p><b>Goals &amp; Objectives</b> This course aims for every student to attain college credit, and also be successful on their United States History EOC Exam.</p>
<p><b>Expectations &amp; Assignments</b> <u>Assignments:</u> Academic students will be required to complete a set of vocabulary for each unit as well as a set of written responses to non-negotiable questions for every unit. Both of these assignments are necessary to be successful on assessments. <u>These assignments require an average of 1-2 hours to complete.</u></p> <p><u>Assessments:</u> Every unit will involve a quiz over the vocabulary, as well as a unit exam that will involve the students writing responses to teacher-selected non-negotiable questions, and multiple choice questions that mirror the STAAR test.</p>	<p><b>Expectations &amp; Assignments</b> <u>Assignments:</u> AP students are required to complete a summer assignment due the first day of school. Throughout the school year, they will complete weekly chapter reading guides (usually three per unit) and unit vocabulary terms. <u>Each chapter reading guide takes an average 1-2 hours to complete.</u> Students will also be required to complete unit writing guides to practice and enhance their writing skills. <u>The writing guides take an average 1-2 hours to complete.</u></p> <p><u>Assessments:</u> All assessments are timed to prepare for the AP exam. Unit assessments include terms quizzes, a writing portion of AP-style writing that can include Short Answer Questions, Document-Based Question Essays, and Long Essays. In addition, AP-style multiple choice questions involve analysis of primary sources and data, and application of these to content knowledge.</p>	<p><b>Expectations &amp; Assignments</b> The expectations and assignments are determined by the ACC instructor. This instructor is chosen by ACC, and the professor may vary from year to year.</p>

## Sample Assignment

### Unit Non-Negotiable Questions

Students must write, in complete sentences, a set of 5-7 non-negotiable questions per unit. On test day, students are expected to answer 2-3 questions chosen by their teacher.

#### Question 1

- Define and explain the significance of the Magna Carta.
- Define and explain the significance of the English Bill of Rights.
- How were both of the documents from part A and B reflected in the Declaration of Independence?

#### Question 2

- Name and define the ideas of two Enlightenment philosophers.
- Explain one British action that led the colonists to declare independence.
- Explain another British action that led the colonists to declare independence.

#### Question 3

- Explain TWO weaknesses of the Articles of Confederation.
- Explain how these weaknesses led to the creation of the US Constitution.
- What is the Bill of Rights and why was the Bill of Rights added to the US Constitution?

#### Question 4

- Define the 13<sup>th</sup> Amendment to the US Constitution and how it affected the lives of African Americans.
- Define the 14<sup>th</sup> Amendment to the US Constitution and how it affected the lives of African Americans.
- Define the 15<sup>th</sup> Amendment to the US Constitution and how it affected the lives of African Americans.

#### Question 5

- Define the Indian Removal Act and the Trail of Tears.
- Explain the Dred Scott decision and its impact on the 5<sup>th</sup> Amendment
- What effects did both actions from part A and B have on individuals?

## Sample Assignments

### Reading Guide Outlines

Reading Guides average 2-3 pages that outline the chapter of the textbook, are where students take notes on the text. The reading guide also contains organizational charts that allow students to organize content, and big picture questions that require students to draw conclusions and categorize content into historical themes.

### Writing Guides

Unit writing guides usually include 2-3 writing activities. Below is an example of 1 activity that could appear on the writing guide. Other activities can include timelines of events, short-answer question practice, comparing people or events, and document analysis.

**I. THESIS PRACTICE:** Use either the “Classic Thesis Formula” or the “Modified Thesis Formula” to compose an introductory paragraph for each of the following prompts. Be sure to include contextualization and a thesis statement for each prompt.

1. **Causation:** *Although they were all part of the British Empire, by the mid-18<sup>th</sup> century, the New England colonies, Middle colonies, and Southern colonies had developed into very different societies. Explain what caused the regions to develop differently.*

Economic	Social	Political

2. **Comparison:** *Compare the New England and Southern colonies from their founding to the mid-18<sup>th</sup> century.*

Economic	Social	Political

3. **Continuity and Change:** *Analyze the extent to which American colonial life changed between 1700 and 1776, when colonists declared independence from Great Britain.*

Economic	Social	Political

## Sample Assignments

The assignments and assessments are determined by the ACC instructor. The instructor is chosen by ACC, and varies from year to year.