



AP Biology

Mr. Gotlund

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Welcome! You are about to begin a challenging study about the living world- *Biology*. This is an advanced course that focuses on how living things function on both the micro- and macroscopic levels. You'll develop the skills that will help you succeed not only in biology, but *life*. Ultimately, my hope is that you'll consider yourself both a problem solver and a scientist - with the confidence to think through problems and try new things.

This course is designed to prepare you for the AP Biology exam in May. As such, we will follow the College Board's AP Biology curriculum which is designed to mirror the level of rigor college freshmen would experience taking Introduction to Biology. The AP Biology curriculum focuses on enduring, conceptual understandings and the content that supports them. This approach enables students to spend less time on factual recall and more time on inquiry-based learning of essential concepts, and will help you develop the reasoning skills necessary to engage in science practices used throughout your study of AP Biology.

Required Materials:

- Textbook: Campbell *Biology in Focus AP Edition*, 2nd Edition - Urry, Cain, Wasserman, Minorsky, Reece

Recommended (but not required):

- AP Biology review text (Cliff's, Barron's, Princeton Review, etc.)

Grading

A 85-100%
B 70-84%
C 60-69%
D 50-59%
F Below 50%

- Grades are based on summative assessments, which are timed and graded by objective.

Comprehensive Exams

- The Fall Semester Exam is timed, multiple choice, and counts as 20% of your 1st sem grade.
- The Spring Semester Exam is timed, mirrors the MC portion of the AP Exam, covers material from the entire year, and constitutes 20% of your second semester grade.

*****Semester and final exams are cumulative, so keep all your notes and materials!*****

Student work

- Work is assigned nightly - it is your responsibility to keep up with these assignments. It would be impossible to lecture on all the material that we will be covering this year; the time you spend each night is critical to your success. Class time is designed assuming you have done the work the night before.
- Students are expected to actively prepare for the AP Biology Exam throughout the year. We recommend students purchase or check out a review book before winter break to begin their focused studying.
- Much of the work we do in class is formative - this means it will not count toward your semester grade. You will receive feedback though, from your teacher, yourself, or your peers. You should focus your studies based on this feedback so you can do well on your summative assessments.
- Retakes on summative assessments (not Quarter or Semester Exams) will be available. Students should refer to their online calendar for dates and times.

Technology Use Policy

Students should bring their Chromebook (charged) to class everyday. Cell phones should be put away and out of sight during all instructional time.

Office Hours

AP Biology teachers (Mr. Hallihan and I) are available to answer questions before and after school, and during limited time slots during the school day. Please contact one of us to see who can arrange a time that would work for you. Students should prepare for these meetings by identifying questions to guide this time.

Attendance Policy

If you happen to miss a day of class, it is important to check the online calendar to see what you missed, and do what you can to prepare for class when you return. If you missed an exam, you'll need to arrange a time with me to make it up. If you have a planned absence, it's best to look ahead at the class calendar and see what you'll be missing and hopefully stay on pace with the class. Ultimately, you are responsible for the work you missed and are expected to make it up, but I'm here to help make that happen.

Recap:

Students are expected to:

- Keep up with your nightly assignments!
- Come to class prepared to learn (mentally, physically, with assignments and supplies)
- Respect the right of yourself and others to learn
- Make up any missed work
- Ask questions/seek individual help when you are confused or need to hear something in a different way. I am here early in the morning and after school. We'll figure out a solution together.

Let's have a great year!



Hinsdale South High School Safety Rules

These rules are designed to protect you, your classmates & your teacher. Failure to comply will result in disciplinary actions. Students who do not follow these rules will be removed from the laboratory and could receive a zero for that assignment.

General Laboratory rules:

1. Carefully read all directions for an experiment before beginning.
2. Never perform experiments that are not authorized by your teacher.
3. Never eat or drink in the laboratory. Wash your hands after experiments.
4. Adhere to the following dress code:
 - a. Tie back long hair.
 - b. No loose clothing or long sleeves.
 - c. No sandals or open-toed shoes in the laboratory.
5. Goggles must be worn whenever you are working with chemicals, a heat source, glass, or any substance that may get into your eye.
6. Always report any injuries, accidents or broken equipment immediately.
7. Know the location of the eyewash, fire extinguisher, fire blanket and how to get help in an emergency.
8. Use extreme care around heating elements such as hot plates and burners.
9. Use extreme care when using sharp objects such as razor blades, scalpels and scissors.
10. Chemical substances should never be tasted or inhaled.
11. For heating:
 - a. Never leave a flame unattended.
 - b. Wear goggles
 - c. Never reach across a flame.
 - d. Always point a test tube that is being heated away from you and others.
 - e. Never heat liquid in a closed container.
12. Glassware Safety:
 - a. Wear goggles.
 - b. Never use broken glassware. Inform teacher of all breakage.
 - c. Never eat or drink from laboratory glassware.
 - d. Use proper technique when heating glassware and fitting rubber stoppers on glass tubing.
13. Chemical Safety:
 - a. ALWAYS WEAR GOGGLES AROUND ANY CHEMICALS.
 - b. No unauthorized experimenting or mixing of chemicals.
 - c. Never taste, touch or smell any chemical.
 - d. Dispose of all chemicals as instructed by your teacher.
 - e. Always pour acids into water when diluting. Never pour water into acids.
 - f. If spilled, rinse any acid from your skin and clothes and notify your teacher.
 - g. Never pipet by mouth.
 - h. Do not return excess reagent to the reagent bottle.
 - i. Do not contaminate the chemical supply. Use separate spatulas for each container.
 - j. Use the proper technique to remove a stopper. Do not interchange stoppers.



In addition to the above rules, you are expected to:

- Act in a responsible manner at all times in the laboratory.
- Follow all written and oral instructions for each activity, laboratory, etc.
- Use good housekeeping practices in the laboratory.
- Understand that it is recommended that contact lenses not be worn while chemical labs are being performed.
- In case of a chemical spill on the skin or clothing, rinse the affected area with copious amounts of water. If the eyes are affected, water-washing must begin immediately and continue for 10-15 minutes or until professional assistance is obtained.
- Never eat or drink in the laboratory.
- Refrain from applying cosmetics in the laboratory.
- Refrain from engaging in horse play, fooling around, or jokes.
- Immediately report any accidents, injury or broken equipment to the teacher.

Safety Rules/ Procedures and Course Expectations Contract

STUDENT – Print your name on the first blank

I, _____, have read the course syllabus and I understand the expectations of me for this course. I have also read and understand the safety rules and procedures, and I agree to abide by the safety regulations and any additional instructions, written or verbal, provided by my teacher or other school official.

Student signature: _____

Date:

PARENT – Print your name on the first blank

I, _____, have also read the course syllabus and I understand the expectations for this course. I have also read and understand the safety rules and procedures. I also understand that I am encouraged to contact the teacher of my child by phone or by email if I have any questions or comments.

Parent signature: _____

Date:

Extended Remote Learning Module:

[Click Here](#)

Gotlund AP Biology- Course Calendar



Click to Jump to...	October	January	April
August	November	February	May
September	December	March	June

Special Extended Remote Learning Calendar:

[Click Here](#)

DATE	TOPIC	HOMEWORK
Wednesday August 14	Welcome! And general documents - Syllabus : Grading & Behavioral expectations	<ul style="list-style-type: none">• Objectives Read 1.1, 1.3

	<ul style="list-style-type: none"> - Objective sheets - tonight's HW Page 1: Bees and Caffeine 2017 FRQ prompt annotation and summary of results <ul style="list-style-type: none"> • Seating Chart 	<ul style="list-style-type: none"> • Scanned copy of the reading
Thursday August 15	<ul style="list-style-type: none"> • Safety in class • Discussion: Metacognitive article - SEM Whisker Bars • Page 2: Bees and Caffeine 2017 FRQ • Class discussion on 1.1 & 1.3 Objs 	<ul style="list-style-type: none"> • Sign syllabus and safety contract • Read 1.2
Friday August 16	Syllabus & Safety Contract Signatures Collected Intro Natural Selection- HHMI Rock Pocket Mouse Video Group: NS story – discussion with prompts	
Monday August 19 LATE START	Formative assessment 1XFRQ #1 2017: Bees + Caffeine <ul style="list-style-type: none"> - Group work to answer page 3 of the FRQ (30) Mastering Biology Sign-up Instructions , & Quizlet: Join here	Study for Obj 1 Assessment
Tuesday August 20	Summative Assessment Obj 1A-C (MC + FRQ graphing) https://enroll.goguardian.com	Objs 2 & 3 2.1-2.5
Wed Aug 21	Reading Quiz Intro to Biology Emerging from Chemistry Lab: Properties of Water : (models) Properties of Water: video	3.1-3.2
Thursday August 22	Quizlet: Join here Monomers, Polymers, Dehydration, Hydrolysis <ul style="list-style-type: none"> - Functional group table - Ex 2 & 3 - Dehydration Synthesis/Hydrolysis practice 	3.3-3.4
Friday August 23	Carbohydrates and Lipids	3.5-3.6
Monday August 26	Proteins (15) POGIL - KEY (25) Nucleic Acids (10)	Study for Summative
Tuesday August 27	Review for Test	Study for summative
Wednesday August 28	Objective 2 and 3 Summative Assessment (30) SLO (20)	Objective 4A 4.2

DATE	TOPIC	HOMEWORK
Unit 2 Thursday	AP LAB: Agar cubes	4.6 & 4.7

August 29 OPEN HOUSE		
Friday August 30 (No School)	No School	
M Sept 2 Labor Day	No School	
Tuesday September 3	Review Cell Size lab Talk about ch 4 Objs Chapter 4 Practice	Objective 5A & B 5.1- 5.3
Wednesday September 4	Ch 4 Reading quiz Review Osmosis, Diffusion, Active transport	
Thursday September 5	AP LAB: Osmosis - Potato Core setup Osmosis Application Questions	
Friday September 6	AP LAB: Potato Data Collection and discussion	5.4-5.5
M Sept 9	Movement across membranes <ul style="list-style-type: none"> - active vs. passive transport - simple vs. facilitated diffusion - Bulk transport <ul style="list-style-type: none"> - Phagocytosis animation 	5.6
Tuesday September 10	Reading Quiz Cell Communication & Signal Transduction analogy video , example	
Wednesday September 11 Flex Day	Review <ul style="list-style-type: none"> -Do Mastering Biology Assignment "5A- Activities" -Quizlet Deck of 5A Vocab -Optional Supplementary videos: Crash Course- Transport Amoeba Sisters - Osmosis 5-min review of Membrane Structure TedEd 	
Thursday September 12	Summative assessment Obj 4A, 5A, and 5B	6.4 6B Objectives
Friday September 13	Enzyme Basics Glucose 6-Phosphatase Graphing practice Intro clip: enzyme hydrolysis	6.5

Monday September 16 LATE START	Catalase demo with environmental factors Factors that affect enzyme activity	
Tuesday September 17	Review Activities Mastering Biology- "6B & 6B Activities" Quizlet - Enzymes Amoeba Sisters- Enzymes Fuse School- Enzymes	
Wednesday September 18	Summative Assessment 6B SLO PreTest Intro to Objectives 6 and 7 - stairs Redox Reactions	7.1- 7.3 Ch 7 Objectives

DATE	TOPIC	HOMEWORK
Thursday September 19	Glycolysis Citric Acid Cycle Overview Big Picture overview of Cellular Respiration (10) Focus: Glycolysis and Citric Acid Cycle (10) Group practice: Glycolysis and Citric Acid Cycle (15)	7.4
Friday Sept 20	Review Citric Acid Cycle Oxidative Phosphorylation Diagram Annotation	7.5-7.6
Monday September 23 LATE START	Review the Stages of C.R. (ex 6 & ex 9) Ex 4 & 5 BioFlix overview Review Steps of CR Fermentation	
Tuesday September 24	Finish Respiration	
Wednesday September 25	Respirometer Lab <ul style="list-style-type: none"> • Features and Functions of a Respirometer • How a Respirometer Works 	Finish lab
Thursday September 26	Review AP Registration	
Friday September 27	Summative Assessment Objective 7A, 7B, 7C/D	8.1 Ch 8 Objectives
Monday September 30	SAT Literacy Coach Presentation	

Tuesday October 1	Photosynthesis overview Activities 1-6	8.2
W Oct 2 Flex Day	POGIL - Models 1 & 2 Light Reactions	
Th Oct 3	Finish Light rxns	8.3
F October 4	Bioflix Calvin Cycle: Group: POGIL Models 3 &, 4 Practice FRQ- 2013 Q2	
Monday October 7 Late Start	CAM and C4- in class activity (Photorespiration, CAM/ C4, Practice) Photosynthesis formative Quiz (Canvas)	Study for test Photosynthesis tutorial
Tuesday October 8	Review	
Wed Oct 9	Summative Assessment Objectives 8A, 8B, 8C	

DATE	TOPIC	HOMEWORK
Thursday October 10	Quarter 1 Formative Assessment	
Friday October 11	Life: Plants	Objectives 13.1 & 13.3
Monday October 14	Columbus Day - No School	
Tuesday October 15	DNA structure Experiments- slides Pogil	13.2
Wednesday October 16	PSAT - No Class	
Thursday October 17	Review DNA Structure Ex 1 Lecture: DNA replication (with enzymes) in S-Phase	9.1- 9.2
Friday Oct 18 (sub day)	Watch these two videos to review DNA Replication: Bioflix overview of DNA Replication Amoeba Sisters DNA Replication video	Still 9.1 & 9.2

	After that, you can work on the ch 9 reading guide. Be prepared to talk about the cell cycle on Monday	
Mon Oct 21	Bioflix overview of Mitosis Lab- Mitosis Cell ID practice	9.3
Tuesday October 22	Practice Quiz Control points for cancer TedEd- Cancer Ex 8 Begin Review	Prep For Test
Wednesday October 23 (Flex day)	In Class- Review Flex- Mastering Biology	Prep For Test
Thursday October 24	Summative Assessment 13A, 13B, 9A, 9B	Objectives 10.1-10.2
Friday Oct 25	NO CLASS - PT Conferences	

DATE	TOPIC	HOMEWORK
Monday October 28 LATE START	Meiosis POGIL - Key	10.3- 10.4
Tuesday October 29	Meiosis Modeling Lab with pop beads -crossing over -Independent Assortment	12.4
Wednesday October 30	Chromosomal abnormalities Leadoff: Karyotyping (University of Utah Diagnose Diseases)	
Thursday October 31	Review Ex 9 QQT Chapter 8 Application Questions(1-13) - Answer key Meiosis Review video	
Friday November 1	Summative Assessment 10A & 12B	11.1
M Nov 4 LATE START	Intro to Genetics- Vocab Single Gene Crosses key	11.2

	Test -Cross	
Tuesday November 5	2 Gene Crosses- Laws of Probability Grizzly Bear Dihybrid Two Gene Crosses key	11.3- 11.4
Wed Nov 6	Variations on Gene Expression	12.1-12.3
Thursday November 7	Gene Linkage, crossovers, Sex Linkage red/green colorblindness example	
Friday November 8 (HoF Assembly)	Intro to Chi-Square page 1 of lab LAB: M&M Chi-Square lab	Complete lab questions
Monday November 11 LATE START	Review lab work AP Biology Grid-In practice wksht	
Tuesday November 12 SHAPE 9TH	Practice Quiz Review for Test	
Wednesday November 13	Summative Assessment Objectives 11ABC 12A 11X- Chi Squared	14.1

DATE	TOPIC	HOMEWORK
Thursday November 14 Parent Visitation Day	Exploration - Rules Transcription/Translation Big Picture of Transcription and Translation	14.2-14.3 Objectives
Fri Nov 15	Transcription	14.4-14.5
Monday November 18	Translation & Mutations	
Tuesday November 19	Practice FRQ	
Wednesday November 20	Review Questions key Bioflix Transcription and Translation	Protein Synthesis Video and Crash Course Video Amoeba Sisters Protein Synthesis Playlist
Thursday November 21	Summative assessment 14A	

Friday November 22	Differentiation Lab: Microscope of differentiated cells	
Monday November 25	Video: Cracking your Genetic Code	15.1
Tuesday November 26	In class Retakes Practice AP Questions(AP Classroom/ Khan Academy)	

DATE	TOPIC	HOMEWORK
UNIT 7 Mon Dec 2 LATE START	The Operon	Objectives 15.2
Tuesday Dec 3	Epigenetics Epigenetics Overview - Slides <ul style="list-style-type: none"> Utah Genetics - Epigenetics Intro, Utah Genetics - Methylation of DNA demo Utah Genetics - Lick your rats! Nova Science Now clip Great Transformations hox genes- clip	15.3-15.4
Wednesday Dec 4	Ex. 1 - Operon Review Ch 15 Gallery Walk	Retakes before and after school
Thursday Dec 5	Utah Genetics DNA Microarray Virtual Lab : notes page	16.2
Friday Dec 6	Utah Genetics - Click and Clone Stem Cells Big Picture: The Cell	13.4
Monday December 9 LATE START	PCR & Gel Electrophoresis DNA Profiling	
Tuesday December 10	Recombinant Plasmid- Paper Activity	
Wednesday December 11	CRISPR- Join my edpuzzle class: https://edpuzzle.com/join/fabsozu Debate on Gene Edited Babies: article	
Thursday December 12	GMOs TED Talk- Pamela Ronald: The case for engineering our food Review	

Friday December 13	Summative Assessment 15 ABC + 16B + 13C	Self-Paced Pear Deck Review Slides
Monday December 16 LATE START	Review for Semester 1 Exam - Review Videos	
Tuesday December 17	Review for Semester 1 Exam - Review Videos	All Quarter 1 Objectives All Quarter 2 Objectives
Wednesday December 18	Final Exams	
Thursday December 19	Final Exams	
Friday December 20	Final Exams	
Dec 21 - Jan 8	Winter Break! In your bought or checked out AP Biology review book, read about how the test is structured for Section I and II (15 minutes). Then read, annotate, study, do the practice Qs for sections related to: Biochemistry (1 hour), Cells (1 hour), Genetics (1 hour), Photosynthesis/Cellular Respiration/Energetics (1 hour), Molecular Biology (1 hour), and Biotechnology (1 hour).	

Work day January Monday 6

DATE	TOPIC	HOMEWORK
UNIT 8 Tuesday January 7	Welcome back! Courses for next year 1st Sem. Review Practice test Analysis Sheet Intro Natural Selection- HHMI Rock Pocket Mouse Video	Objectives 19.1-19.2
Wednesday January 8	History of Evolutionary Thought and Natural Selection HHMI Natural Selection Video Clip (13 min) - Icefish Begin Evolution and Selection POGIL	
Thursday January 9 (extended 2nd hr)	Finish/ Discuss Evolution and Selection POGIL Talk about 19.1 & 19.2 Obj	19.3
Friday January 10	Evidence for evolution - PREZI	

Mon Jan 13 Late start	Evidence for evolution - PREZI	
Tuesday January 14	Artificial Selection in Domesticated Animals video Evidence for Evolution Stated Clearly Ex 4 & 5	
Wednesday January 15	Review	
Thursday January 16	Summative Assessment 19A & 19B	20.1 Start at "Linking Classification and Phylogeny"
Friday January 17	Movie- Your Inner Fish Course selection	
Mon Jan 20	MLK - NO SCHOOL	
Tuesday January 21	Cladograms and Phylogenetic Trees - POGIL KEY	20.2
Wednesday January 22	HHMI Lizard Evolution Lab ; Handout	20.3
Thursday January 23	Discuss Lizard Lab video	20.4
Friday January 24	Cladogram Practice Formative Assessment Practice FRQ: link	
Monday 27	How Snakes lost their legs - video Review	
Tuesday January 28	Summative Objective 20A, 20B, 20X	21.1 & 21.2 Objectives
Wednesday January 29 (Flex Learning Day)	AP Bio SAT Lesson	
Thursday Jan 30	Processes of Evolution - Bioflix Natural Selection and Microevolution - Hardy Weinberg - KEY	
Friday February 31	Hardy Weinberg Practice Problems - Handout ; KEY Marmot H-W Practice problem- Handout & Key	21.3-21.4 Objectives
Monday February 3 (Late Start)	Review H-W Begin Mechanisms for microevolution - SLIDES	

Tuesday February 4	Finish Mechanisms Five Fingers of Evolution- video	
Wednesday February 5	Ex. 8 & 9 1st Sem. Review Practice test	22.1-22.2
Thursday February 6	Isolation & Speciation slides Ex 3 & 4	
Friday February 7	Macroevolution Data Analysis	24.1
Monday February 10	Emergence image human elements Origin of life hypotheses <ul style="list-style-type: none"> • Origin of Life video • Early earth and the origins of life - Nova ScienceNow • Life's Rocky Start- min 19 	
Tuesday February 11	Review Practice Questions Key	
Wednesday February 12 (Flex Learning)	Review	
Thursday February 13	21A, 21B, 22A, & 24A	
Friday Feb 14	Cosmos- Some of the Things That Molecules Do	32.2 Objectives
Mon Feb 17	NO SCHOOL - PRESIDENTS DAY	

DATE	TOPIC	HOMEWORK
Tuesday February 18	32.2 Cell-to-cell communication Categories of hormones Endocrine System Practice	32.3
Wednesday February 19	Thermoregulation and counter-current exchange - Slides Thermal Transfer Modeling - Handout Examples and strategies (Disc. Chan) - Watch it here Adaptations for Cold- Nova- Snowbound <i>Exercise 1 (Module 25.1) – Classifying examples</i>	

	<i>Exercise 2 (Modules 25.2-25.3) – Strategies of thermoreg</i>	
Thursday February 20	Group: Lab analysis : Chick embryos: endo or ectothermic?	32.4 (stop at p. 679)
Friday February 21	Osmoregulation Nitrogenous waste comparison chart	
Monday February 24	Daphnia: Lab ; Website 1st Sem Review Test	
Tuesday February 25	Review	
Wednesday February 26	32A & 32B Assessment	35.1 Objectives Guided Reading
Thursday February 27	Immune System: First and Second Lines of Defense Immune System Concept map using terms	35.2
Friday February 28	No School- Teacher Institute Day	
Monday March 2 LATE START	Optional: Crash Course- Immune System: part 1 part 2 part 3 Work on Objectives Guided Reading	35.3
Tuesday March 3	Review Immune System: 3rd line of Defense slides - Humoral response, passive immunity	
Wednesday March 4	Review Immune System: 3rd line of Defense slides - Cell-Mediated Response Video Clip - Vaccines: Calling the Shots (PBS) [2:00-23:00]	
Thursday March 5	AP Writing Practice FRQ (2014 Q2) 1st Sem. Review Practice test	
Friday March 6	Test ch 35	37.1-37.2(stop at "Modeling the Resting Potential")
Monday March 9 LATE START	Introduction to Nervous System -Reflex Arc (Ex 1) -Parts of a Neuron Intro Action Potentials	
Tuesday	Action Potential: Bioflix ; Animation	

March 10	Group: Action Potential worksheet and puzzle	
Wednesday March 11	Events at the Synapse - Utah Genetics - Crossing the Divide - Mouse Party <i>Exercise 5 (Module 28.6) - Synapse Story Review</i> <i>Exercise 6 (Module 28.7) - Various NT actions on AP</i>	
Thursday March 12	Nervous System Review Crash Course Synapses Crash Course: Action Potentials	
Friday March 13	Ch 37 test	39.3-4

Extended Remote Learning Schedule

DATE	TOPIC	HOMEWORK
Monday March 16	No School- Emergency Day: Teacher Planning	
Tues/Wed Mar 17/18	Click this link to record your attendance Assignment: AP Classroom- Unit 4 Progress Check: MCQ (see Canvas for more details)	none
Thurs/ Fri Mar 19/20	Click this link to record your attendance Assignment: Mastering Biology- Data Analysis Practice- part 1 (see Canvas for more details)	none
Monday March 23	No School- Emergency Day: Teacher Planning	

Tues/Wed Mar 24/25	Click this link to record your attendance Whole-Class Canvas Conference -Discuss the AP Exam -Practice FRQ (links to the question and rubric here)	
Thurs/ Fri Mar 26/27	Click this link to record your attendance Assignment: AP Classroom- Unit 4 Progress Check: FRQ (see Canvas for more details)	
Monday Mar 30	Monday Enrichment Day- Use this time to catch-up on missing work or work on Enrichment Activities found on Canvas Homepage	
Tues/Wed Mar 31/Apr 1	MB Data Analysis #2	
Thurs/ Fri Apr 2/3	Talk about Test, calendar, prep strat. Group FRQ analysis- 2018 #4- bedbugs	
Monday Apr 6	Monday Enrichment Day- Use this time to catch-up on missing work or work on Enrichment Activities found on Canvas Homepage	
Tues/Wed Apr 7/8	Ecology Lesson 1- Read "Trophic Structure" pg 875-876, 42.1& 42.3 and do MB- 42A: Ecosystems and Energy	
Thurs/ Fri Apr 9/10	Notes Sheet- Units 1, 2, 3- submit 1	
Monday Apr 13	Monday Enrichment Day- Use this time to catch-up on missing work or work on Enrichment Activities found on Canvas Homepage	
Tues/Wed Apr 14/15	Intro project- population dynamics	
Thurs/ Fri Apr 16/17	Notes Sheet- Units 4, 5, 6	
Monday Apr 20	Monday Enrichment Day- Use this time to catch-up on missing work or work on Enrichment Activities found on Canvas Homepage	

Tues/Wed Apr 21/22	eco 3- carbon cycle/ objs/ work	
Thurs/ Fri Apr 23/24	Practice FRQ- Bacterial Population Growth	
Monday Apr 27	Monday Enrichment Day- Use this time to catch-up on missing work or work on Enrichment Activities found on Canvas Homepage	
Tues/Wed Apr 28/29	Ecology Project: Work Day/ Submit	
Thurs/ Fri Apr 30/ May 1	AP Classroom Unit 1 FRQ	
Monday May 4	Monday Enrichment Day- Use this time to catch-up on missing work or work on Enrichment Activities found on Canvas Homepage	
Tues/Wed May 5/6	Ecology Project: Work Day/ Submit	
Thurs/ Fri May 7/8	Ind AP Review/ Class Check-in	
Monday May 11	Monday Enrichment Day- Use this time to catch-up on missing work or work on Enrichment Activities found on Canvas Homepage	
Tues/Wed May 12/13	Ind AP Review/ Class Check-in	
Thurs/ Fri May 14/15	MB Data Analysis #2	
Mon May 18	<i>AP Biology Exam !</i>	
Tues May 19	Last Day of School- No Class	

DATE	TOPIC	HOMEWORK
Monday March 16	Animal Behavior (Pear Deck)	39.5-6
Tuesday March 17	Animal Behavior	
Wednesday March 18 FLEX DAY	Ch 40	
Thursday March 19	Ch 40	
Friday March 20	Bacterial Transformation Lab Day #1	
Monday March 23	Bacterial Transformation Lab Day #2	
Tuesday March 24	Bacterial Transformation Lab Day #3	
Wednesday March 25	Bacterial Transformation Lab Day #4	
Thursday March 26 PT CONFERENCES	Bacterial Transformation Lab Day #5	
Friday March 27 EARLY DISMISSAL	In class retakes	
Spring Break		

DATE	TOPIC	HOMEWORK
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Monday April 6	Calendar Preview Ch 34 Group work	Chapter 34 Objectives
Tuesday April 7	Finish Ch. 34 Group Work : Key Diagram Discussion	Chapter 34 Objectives
Wednesday April 8	Work on Ch 34 & 35 Objectives	Chapter 35 Objectives
Th April 9	Work on Ch 34 & 35 Objectives	Chapter 35 Objectives
Friday April 10	Non-Attendance Day	
Monday April 13	Summative Assessment Ch. 34 and 35 (MC only) Clips: - How a Population Grows to 7 Billion - Real-time Births and Deaths – Global Population application worksheet	Chapter 36 Objectives

T Apr 14 Early release	SAT	Chapter 36 Objectives
W Apr 15	RLD- Activity	Chapter 36 Objectives
Th Apr 16	Population Ecology Packet: Key	Finish the Population Ecology Packet
Fri April 17 Ethnic Fair	Summative Assessment Obj 36: Populations	37A Objs
M Apr 20	37A- Slides	Finish 37A Objs
T Apr 21	Illinois Science Assessment	
W Apr 22	Keystone Species: HHMI Click and Learn: Site ; Assignment How Wolves Change Rivers: here	37B Objs
Th Apr 23	37B	Obj 38.1 - 38.6
Friday April 24	38A	Prep for Ch 37 & 38 Tests
Monday April 27	Review	Prep for Ch 37 & 38 Tests

Tuesday April 28	Summative Assessment Objective 37 and 38	Complete this Practice AP Exam and record your results
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DATE	TOPIC	HOMEWORK
Wednesday April 29	2018 Practice Exam	Review the 2018 FRQs here
Thursday April 30	2018 Practice Exam	Review previous years' FRQs here
Friday May 1	Table Top Review	Individual Prep
Monday May 4	2018 Diagnostic	Finish "Data Analysis" Mastering Bio Assignment
Tuesday May 5	Math Practice	Finish Math Practice Packet
Wednesday May 6	In-Class Retakes Free Response Practice	Prep for Data Analysis Assessment
Thursday May 7	Data Analysis Assessment	
Friday May 8	AP Prep	
M May 6 Gov, APES	1st semester Review Slides	
T May 7 Seminar, Art Spanish , Phys 1	Multiple Choice Practice Qs 1-20 from 2016 AP Exam	
W May 8 Lit/Comp French	1st semester Review Slides	
Th May 9 Chem, Span Lit Psych	In-Class retakes (last for 3rd Quarter)	
F May 10 US History CompSci	Individual review	
M May 13 Biology Physics C	<i>AP Biology Exam !</i>	

T May 14 Calc AB/BC Art Hist	Prep for Retakes/ Final	
W May 15 Lang/Comp Macro (Sub Day)	Prep for Retakes/ Final	
Th May 16 CompGov World, Stats	In class retakes	
F May 17 Micro,Music Latin	Cosmos: Some of the things molecules do	
M May 20	Protist Lab Day #1	
T21	Protists Lab Day #2	
W22	Final Review	
Th23 Senior Awards (AP Bio Curr Day)	Gattaca	
F May 24	Gattaca	
M May 27	No School - Memorial Day	
T May 28	Shark classification and morphology Lab Day #1	
W May 29	Shark Dissection Lab Day #2	
Th May 30	Final Review	
F May 31	Prep for Final Exam- Quizlet Live Final Exam Calculator	
M June 3	Finals: 1, 2, 3	
T June 4	Finals: 4/5/6, 6/7/8, Make-up	

W June 5

Finals: 9, 10, Make-up

Unit 1-2: Colliding Cultures/Colonization (Period 1/2: 1491-1607-1754)

Days: 14 (~22)

Topic

1. Native American Societies/European Colonization/Collisions
2. English Colonization
3. Colonial Society

Text: Ch. 1-3

Unit 3: Revolutionary Era (Period 3: 1754-1800)

Days: 14 (~17)

Topic

1. Road to Revolution
2. American Revolution
3. Constitution/Federalist Era

Text: Ch. 4-6

Unit 4: Early Republic (Period 4: 1800-1848)

Days: 19 (~17)

Topic

1. Jeffersonian Era
2. Nationalism/Sectionalism
3. Jacksonian Era

Text: Ch. 7,9-10

Unit 4: Antebellum (Period 4: 1800-1848)

Days:

Topic

1. Market Economy
2. The South and Slavery
3. Culture and Reform

Text: Ch. 8,11-12

Unit 5: Civil War Era (Period 5: 1844-1877)

Days: 17 (~17)

Topic

1. Sectional Crisis
2. Civil War
3. Reconstruction

Text: Ch. 13-15

Unit 6: Gilded Age Era (Period 6: 1865-1898)

Days: 11 (~18)

Topic

1. The West
2. Industry and Labor
3. Society and Politics

Text: Ch. 16-18

Semester Days: 75/80

Unit 7: Progressivism, Imperialism, WWI (Period 7: 1890-1945)

Days: 17 (~21)

Topic

1. Progressivism
2. Imperialism
3. WWI

Text: Ch. 19-21

Unit 8: 1920s, New Deal (Period 7: 1890-1945)

Days: 23

Topic

1. 1920s
2. Great Depression & New Deal
3. World War II

Text: Ch. 22-24

Unit 9: WW II, Cold War-Affluent Society (Period 8: 1945-1980)

Days: 22 (~20)

Topic

1. The Cold War
2. Affluent Society, 1950s
3. 1960s—New Frontiers
4. 1960s-1970s—Rebellion/Reaction
5. 1980s--New Conservatism

Text: Ch. 25-29

Unit 10: 21st Century America/REVIEW (Period 9: 1980-Present)

Days: 3/14 (~8)

Topic

1. Politics and Society
2. Globalization
3. REVIEW

Text: Ch. 30

Semester Days: 65/77

Total Days: 140/157

PERIOD TITLE	DATE RANGE	APPROXIMATE % INSTRUCTIONAL TIME		MY ACTUAL INSTRUCTIONAL TIME
Period 1	1491-1607	4-6%	~5-7 days	5
Period 2	1607-1754	6-8%	~13-15 days	9
Period 3	1754-1800	10-17%	~17-19 days	13
Period 4	1800-1848	10-17%	~14-16 days	21
Period 5	1844-1877	10-17%	~17-19 days	16
Period 6	1865-1898	10-17%	~17-19 days	11
Period 7	1890-1945	10-17%	~21-23 days	32
Period 8	1945-1980	10-17%	~20-22 days	33
Period 9	1980-Present	4-6%	~7-9 days	3

Advanced Placement United States History

Advanced Placement United States History (APUSH) is a college level survey course of U.S. history from the pre-Columbian period to the present.

Historical Thinking Skills

- Skill 1: Developments and Processes
- Skill 2: Sourcing and Situation
- Skill 3: Claims and Evidence in Sources
- Skill 4: Contextualization
- Skill 5: Making Connections
- Skill 6: Argumentation

Reasoning Processes

- Reasoning Process 1: Comparison
- Reasoning Process 2: Causation
- Reasoning Process 3: Continuity and Change

Themes

- Theme 1: American and National Identity (NAT)
- Theme 2: Work, Exchange, and Technology (WXT)
- Theme 3: Geography and the Environment (GEO)
- Theme 4: Migration and Settlement (MIG)
- Theme 5: Politics and Power (PCE)
- Theme 6: America in the World (WOR)
- Theme 7: American and Regional Culture (ARC)
- Theme 8: Social Structures (SOC)

Text: *America: The Essential Learning Edition*, Shi. 2nd Edition (2018). W.W. Norton & Company, Inc. (CR 1)

Sourcebooks (this is a partial list of the more commonly used books to draw sources from): (CR 1)

Documenting United States History, Stacy and Heller, Bedford St. Martins

Interpretations of American History, Couvares, Saxton, Grob, and Billias, Bedford St. Martins

Taking Sides: Clashing Views on Controversial Issues in American History, Madaras and SoRelle

Opposing Viewpoints in American History

Portrait of America, Oates, Houghton Mifflin

Major Problems in American History, Hoffman, Blum, Gjerde

Voices of the American Past, Hyser and Arndt

Sources of America's History, Henretta, Hinderaker, Edwards, and Self, Bedford St. Martins

Unit 1: Period 1-2 (1491-1607, 1607-1754)(CR 2)

- Topic 1: Contextualization
- Topic 2: Native American Societies
- Topic 3: European Exploration
- Topic 4: Columbian Exchange and Spanish Conquest
- Topic 5: Labor, Slavery and Spanish Colonial System
- Topic 6: Interactions Between Europeans, Native Americans, and Africans
- Topic 7: Causation
- Topic 8: Contextualization
- Topic 9: European Colonization
- Topic 10: Colonial Regions
- Topic 11: Transatlantic Trade
- Topic 12: Interactions Between American Indians and Europeans
- Topic 13: Slavery in the British Colonies
- Topic 14: Colonial Society and Culture
- Topic 15: Comparison

Text and Possible Materials: (CR 1)

Text Chapters: 1-3

Stannard, David, “The American Holocaust: Columbus and the Conquest of the New World”,

Portrait of America

Primary Sources: 1993 DBQ, College Board

- John Winthrop, *A Model of Christian Charity* (excerpt)
- Ship’s List of Emigrants Bound for New England and Ship’s List of Emigrants Bound for Virginia
- Captain John Smith, *History of Virginia*, 1624 (excerpt)
- Bacon’s “Manifesto”, justifying his rebellion against Virginia Governor Berkeley (excerpt)

Document Activity: Origins of Slavery (CR 6)

- Morgan, Edmund, *American Slavery, American Freedom* (excerpt)
- Nash, Gary, *Red, White, and Black* (excerpt)
- Virginia’s Secondary Statute (primary source)
- Jordan, Winthrop, *White Over Black* (excerpt)
- History of Slavery, 1790-End. www.innercity.org/holt/slaverchron.html
-

Nash, Gary “Black People in a White People’s Country”, *Portrait of America*

Nash, Gary “The Transformation of European Society”, *Portrait of America*

Morgan, Edmund “The Puritans and Sex”

Sample Activities:

Jigsaw--Society Comparison Chart: (CR 4, 1.A-B)

- students research and complete chart analyzing similarities and differences between a major Native American society in each region of the N.A.—including how the environment contributed to developments (CR 3—GEO)

Discussion/Small Group: European Colonization—Discovery & Meeting of Cultures

- Compare/Contrast Chart of European Nations (British, French, Spanish)—Motives, Settlements, & Relations with Natives (CR 8 Comparison, 1.i-iii)
 - Sources: Analyze map in Text (CR 1)
- Create Chart of the Effects of the Columbian Exchange: evaluate impact on Native Americans in North America (CR 8 Causation, 2.i-v)
 - Sources: Analyze map in Text (CR 1)

Writing Skills/Article Analysis:

- students analyze/evaluate Stannard’s thesis/argument and evidence, and respond to this in “thesis summary” and discussion. (CR 1) (CR 6, 3.A,B,D)

DBQ (1993)/Primary Source Activity: Compare and Contrast New England and Chesapeake (CR 1) (CR 6, 3.A,B,D)

- Students analyze documents and complete a compare/contrast chart (motives, environment, political, economic, social, relations with Indians) for New England and the Chesapeake. (CR 8 Comparison, 1.i-iii)
- Whole group discussion organizing information and documents, then practice writing a thesis argument

Colonial Fair (CR 3—MIG)

- Analyze Sources for Purpose, Audience, Point of View, and Historical Situation
- Research and Present on Colonial Region (Motives, Political, Economic/Geographic, Social, & Relations w/ Natives)
- Write a Letter—explains why moving to a particular region and not another (must have thesis and supporting details)

Document Activity: The Origins of Slavery—Why and how developed? (economics, prejudice, etc.) (CR 3—WXT)

- Analyze documents for different historical interpretations (CR 6, 3.A,B,C,D)
 - Morgan, Edmund, *American Slavery, American Freedom* (excerpt)
 - Nash, Gary, *Red, White, and Black* (excerpt)
 - Virginia's Secondary Statute (primary source)
 - Jordan, Winthrop, *White Over Black* (excerpt)
 - History of Slavery, 1790-End. www.innecity.org/holt/slaverchron.html
- group documents
- Outline Answer—Thesis Statement, Groups, Supporting details from documents

British Newspaper Tabloid Activity: Colonial Society/Culture (religion, rights/politics, economics, class differences, families/women, culture, etc.) (CR 3—ARC, SOC)

- Pretend you are a British newspaper reporter being sent to the colonies to write a story about life there
- Read and take notes on assigned sources for your topic
- Share information with group on assigned topic
- Create headline, thesis, and key points for story to write in newspaper

Personal Progress Check: AP Dashboard Questions (Period 1 and 2)

Assessments:

Essay Exam (LEQ--Partial) : (CR 9, 6.A-D) (CR 8, 1.i-iii)

- Students will write an essay, providing a thesis and using historical evidence to support their thesis.
 Partial Essay: Write Introduction and One Body Paragraph and Outline the rest of the Essay
 Students will focus on the Historical Thinking Skill of Comparison.
 Comparison of 2 European Countries and Colonization OR Comparison of 2 Colonial Regions

MC Exam

Unit 2: Period 3 (1754-1800) (CR 2)

- Topic 1: Contextualization
- Topic 2: French and Indian War
- Topic 3: Taxation Without Representation
- Topic 4: Philosophical Foundations of the American Revolution
- Topic 5: The American Revolution
- Topic 6: The Influence of Revolutionary Ideals
- Topic 7: The Articles of Confederation
- Topic 8: The Constitutional Convention and Debates over Ratification
- Topic 9: The Constitution
- Topic 10: Shaping a New Republic
- Topic 11: Developing an American Identity
- Topic 12: Movement in the Early Republic
- Topic 13: Continuity and Change

Text and Possible Materials:

- Text Chapters: 4-6 (CR 1)
- DBQ (College Board, 2017)
- Gordon Wood, *The Creation of the American Republic* and *The Radicalism of the American Revolution*
- Howard Zinn, *The People's History of the United States*
- Woody Holton, "Did Democracy Cause the Recession That Led to the Constitution?", *Journal of American History*, Vol. 92, #2 (September 2005)

Sample Activities:

Contextualization Practice (CR 7, 4.A-B)

- Students work collaboratively in small groups on Google Doc Template for Developing Contextualization in Practice Essay Question
- Students Create Introduction to Essay Question about Changing Views after the French and Indian War that lead to the Revolution (CR 3—WOR)

Slide Discussion/Small Group and Document Practice (DBQ 2017): Road to Revolution (CR 4, 1.A-B)

- Students analyze various events leading to Revolution and discuss changing ideals and identity leading the Revolution (CR 3—NAT)
- Document Practice: Students analyze Document (Sam Adams, *The Rights of Colonists*, 1772) using HIPP (CR 5, 2.A-C)
 - Historical Situation, Intended Audience, Purpose, Point of View

Revolution Newspaper Activity:

- Students work in groups to develop a Newspaper
 - Articles explain how various factors contributed to American Victory

Historical Interpretation Activity: Constitution (CR 6, 3.A-D)

- Students read short excerpts from Wood and Holton about the struggle over the Constitution
- Students work in groups to explain difference between two articles and then provide evidence to support both interpretations and class discusses
- Students individually answer Short Answer Question: Interpretation

Cabinet Debate Activity: Federalists vs. Democratic-Republicans (CR 3—PCE)

- Students are assigned the role of Federalist (Hamilton) or Dem.-Rep. (Jefferson) in preparation for Debate for key issues of the 1790s.
- Teacher plays the role of George Washington and moderates a debate between Hamilton and Jefferson

Document Jigsaw: How Revolutionary Was the Revolution?: (CR 9, 6.A-D)

- Students work in groups to become specialists on specific topic (political, economic, social) dealing with the question of "How Revolutionary was the American Revolution?"
- Students will analyze various primary and secondary sources (Wood, Zinn, 2005 DBQ, 2019 AP Short Answer) for topic and then work in groups to explain and analyze the various viewpoints
- Class then discusses and organizes information: Essay Practice of Grouping and Argumentation

Personal Progress Check: AP Dashboard Questions (Period 3)

Assessments:

Essay Exam (LEQ--Partial) : (CR 9, 6.A-D) (CR 8, 3.i-iii)

- Students will write an essay, providing a thesis and using historical evidence to support their thesis.
Partial Essay: Write Introduction and One Body Paragraph and Outline the rest of the Essay
Historical Thinking Skill of CCOT.

MC Exam

Unit 3: Period 4 (1800-1848) (CR 2)

- Topic 1: Contextualization
- Topic 2: The Rise of Political Parties and the Era of Jefferson
- Topic 3: Politics and Regional Interests
- Topic 4: America on the World Stage
- Topic 5: Expanding Democracy
- Topic 6: Jackson and Federal Power
- Topic 7: Causation

Text and Possible Materials:

- Text Chapters: 7,9,10 (CR 1)
- Gregory Evans Dowd, *A Spritied Resistance: The North American Indian Struggle for Unity, 1745-1815*. Johns Hopkins University Press (1993).
- Theda Perdue, *Cherokee Women: Gender and Culture Change, 1700-1835*. University of Nebraska Press (1998)

Some Activities:

Contextualization Practice (CR 7, 4.A-B)

- Students work collaboratively in small groups on Google Doc Template for Developing Contextualization in Practice Essay Question

Slide Discussions/Small Group:

- Students will discuss the key events of Jefferson's presidency and to what extent did they represent the Dem-Rep values (CR 4, 1.A-B)
- Students will discuss key decisions of the Marshall Court and how they asserted federal power and the role of the Supreme Court (CR 3—PCE)

Causation Activity: (CR 8, 2.i-v)

Students will identify and chart the multiple causes and consequences of Native American resistance and reactions during late 18th and early 19th century. (CR 3—MIG)

- Students will read an excerpt from the following sources. Then they will interpret the main idea of each and provide relevant historical information to support both excerpts. (CR 6, 3.A-D)
 - Gregory Evans Dowd, *A Spritied Resistance: The North American Indian Struggle for Unity, 1745-1815*. Johns Hopkins University Press (1993).
 - Theda Perdue, *Cherokee Women: Gender and Culture Change, 1700-1835*. University of Nebraska Press (1998)

Nationalism/Sectionalism Report Card: (CR 3—NAT)

- Students will be given key events from the Jefferson through Monroe
- They will identify and evaluate each event as to how it led to either Nationalism or Sectionalism at this time (high grades = Nationalism, lower grades = Sectionalism)

Hall of Fame or Hall of Shame Activity: Jacksonian Democracy (CR 3—PCE)

- Students complete chart providing historical evidence for reasons why Andrew Jackson should be in the "Hall of Fame" for Presidents or "Hall of Shame"
 - Chart will focus on role of Andrew Jackson and major issues of the 1820s and 1830s. Major topics will focus on how/why these issues led to the rise of political parties and alignments of political parties, and did it lead to a rise in democracy
- Students then create a poster for each position, including main idea sentences for each topic and bullet pointing key historical examples to support main ideas (CR 9, 6.A-D)

Personal Progress Check: AP Dashboard Questions (Period 4)

Assessments:

Essay Exam (LEQ--Full) : (CR 9, 6.A-D) (CR 8, 2.i-v)

- Students will write an essay, providing a thesis and using historical evidence to support their thesis. Historical Thinking Skill of Causation.

MC Exam

Unit 4: Period 4 (1800-1848) (CR 2)

- Topic 1: Contextualization
- Topic 2: Market Revolution: Industrialization
- Topic 3: Market Revolution: Society and Culture
- Topic 4: The Development of an American Culture
- Topic 5: The Second Great Awakening
- Topic 6: An Age of Reform
- Topic 7: African Americans in the Early Republic
- Topic 8: Causation

Text and Possible Materials:

Text Chapters: 8,11,12 (CR 1)

DBQ (2002) (CR 1)

- Charles Finney
- Brooke Farm
- Drunkards Progress
- Dorthea Dix
- Horace Mann
- Frederick Douglass
- Declaration of Sentiment of Rights, Seneca Falls Convention

Solomon Northup, *Twelve Years a Slave*

Activities:

Contextualization Practice (CR 7, 4.A-B)

- Students work collaboratively in small groups on Google Doc Template for Developing Contextualization in Practice Essay Question
- Students make connections to other historical processes and developments (CR 7, 5.A-B)

Slide Discussion/Small Group

Annotated Map Exercise: Cause/Effect of Market Revolution (CR 3--WXT)

- On a blank map of U.S., students label map with visuals that represent the major innovations in markets, transportation, and technology for the three major regions (Northeast, Midwest, and South) and how they are linked
- Then students annotate what each visual means, explaining the cause/effect relationships dealing with the development of the Market Revolution
- Students complete Short Answer Quiz dealing with effects towards income gap, nature of labor, and “cult of domesticity”

College Admissions Activity: (CR 4, 1.A-B)

- Students role play college admissions advisors
 - Assigned 4-5 individuals to write recommendations and share recommendations with group
 - Groups vote on which 10 individuals would they accept into the university
- Students will identify and analyze key themes from this time period (economic changes, 2nd Great Awakening, Utopian Communities, slavery, education, women’s rights, temperance, etc.)

Document Practice: Causation DBQ (Second Great Awakening and Age of Reform)

- Students will use sources from DBQ to develop an outline to answer the question
- Students will also analyze sources for HIPP (CR 5, 2.A-C)
- Some Sources (CR 1)
 - Charles Finney, “Lecture on Revival of Religion”
 - Dorthea Dix, “Remarks on Prison and Prison Discipline”
 - Drunkards Progress
 - William Lloyd Garrison, “The Liberator”
 - “Declaration of Rights of Sentiment”, Seneca Falls Convention

Document Discussion: Slavery and Slave Agency (CR 3--SOC)

- Using excerpts from Solomon Northup’s, *Twelve Years a Slave*, and other various sources, Students will identify the key aspects of slavery and to what extent was their slave agency. (CR 6, 3.A-D))

Personal Progress Check: AP Dashboard Questions (Period 4)

Assessments:

DBQ Essay (Partial): (CR 9) (CR 8, 2.i-v)

- Students will write an essay, providing a thesis and using historical evidence to support their thesis.
Partial Essay: Write Introduction and One Body Paragraph and Outline the rest of the Essay
Students will analyze documents for argument and HIPP
Historical Thinking Skill of Causation.

MC Exam

Unit 5: Period 5 (1844-1877) (CR 2)

- Topic 1: Contextualization
- Topic 2: Manifest Destiny
- Topic 3: The Mexican-American War
- Topic 4: The Compromise of 1850
- Topic 5: Sectional Conflict: Regional Differences
- Topic 6: Failure of Compromise
- Topic 7: Election of 1860 and Secession
- Topic 8: Military Conflict in the Civil War
- Topic 9: Government Policies During the Civil War
- Topic 10: Reconstruction
- Topic 11: Failure of Reconstruction
- Topic 12: Comparison

Text and Possible Materials:

Text Chapters: 13-15 (CR 1)

Primary Sources and Secondary Sources: (CR 1)

Maps: Various Maps showing US territorial gains from Louisiana Purchase through Mexican War
Taking Sides: Issue 15, Did Abraham Lincoln Free the Slaves? (Articles by James McPherson and Vincent Harding)

Activities and Assessments:

Contextualization Practice (CR 7, 4.A-B)

- Students work collaboratively in small groups on Google Doc Template for Developing Contextualization in Practice Essay Question
- Students make connections to other historical processes and developments (CR 7, 5.A-B)

Slide Discussion/Small Group

- Students analyze and annotate various maps on territorial expansion. Then students discuss the causes and effects of expansion and the theory of Manifest Destiny. : (CR 1)
- Students present evidence and contextualize this movement with other events happening throughout the country. (CR 7, 4A-B)

News Presentation Activity: (CR 8, 2.i-v)

- Students develop and perform an Evening News program for assigned events that led to the Civil War.
 - Parts of News Program include: Opening Overview, Interview by Reporter, and Opinion piece on importance of events and role in causing Civil War
- Short Answer
 - Students are given multiple events and asked which one do they consider to be the cause of the Civil War.

Document/Article Activity:

- Students examine secondary sources (*Taking Sides*, Issue 15) and summarize the different historical interpretations of Lincoln's role in Emancipating the slaves. Then they present their arguments using the evidence they have collected. (CR 5, 3.A-D)

Road to Citizenship Activity: (CR 6)

- Students are given key events during the Reconstruction Era. They have to identify the terms and determine if it helped moved African Americans forward toward citizenship or backward away from citizenship.
- Students then construct a poster visualizing this "Road to Citizenship". On their road they show what events help move African Americans forward and what events restricted their movement toward citizenship.
- Short Answer Interpretation:
 - Students are given short excerpts from Eric Foner, Michael Benedict, and James McPherson (*Major Problems and Interpretations In American History*) dealing with the different interpretations on how successful Reconstruction was for African Americans.
 - Students then write out an answer supporting one of the authors and providing evidence while also providing evidence for the other arguments but establishing why their argument is not as strong.

Document Activity and Practice: (CR 5,6, 2.A-C, 3.A-D)

- Use the following question from the DBQ
 - Analyze the extent to which the Civil War and its aftermath transformed American political and social relationships between the years 1860 and 1880.
- Students will analyze documents for their main arguments and HIPP
- Students will then develop groups and a thesis argument
- As a class, discuss the documents and thesis arguments, adding any information or suggestions based on their answers

Personal Progress Check: AP Dashboard Questions (Period 5)

Assessments:

DBQ Essay (Partial): (CR 9) (CR 8, 3.i-ii)

- Students will write an essay, providing a thesis and using historical evidence to support their thesis.
Partial Essay: Write Introduction and One Body Paragraph and Outline the rest of the Essay
Students will analyze documents for argument and HIPP
Historical Thinking Skill of CCOT.

MC Exam

Unit 6: Period 6 (1865-1898) (CR 2)

- Topic 1: Contextualization
- Topic 2: Westward Expansion: Economic Development
- Topic 3: Westward Expansion: Social and Cultural Development
- Topic 4: The “New South”
- Topic 5: Technological Innovation
- Topic 6: The Rise of Industrial Capitalism
- Topic 7: labor in the Gilded Age
- Topic 8: Immigration and Migration in the Gilded Age
- Topic 9: Responses to Immigration in the Gilded Age
- Topic 10: Development of the Middle Class
- Topic 11: Reform in the Gilded Age
- Topic 12: Controversies over the Role of Government in the Gilded Age
- Topic 13: Politics in the Gilded Age
- Topic 14: Continuity and Change

Text and Possible Materials:

Text Chapters: 16-18 (CR 1)

Major Problems in American History—Vol. II, Ch. 3: Industrialization, Workers, and the New Immigrants (CR 1)

Voices of the American Past—Vol. II, Ch. 17: Gilded Age America (CR 1)

Sample Activities:

Contextualization Practice (CR 7, 4.A-B)

- Students work collaboratively in small groups on Google Doc Template for Developing Contextualization in Practice Essay Question
- Students make connections to other historical processes and developments (CR 7, 5.A-B)

Congressional Commission Activity & DBQ Practice: Captains of Industry or Robber Barons (CR 3--WXT)

- Secondary Source Interpretation: Short Answer Interpretation (AP Exam 2016) (CR 6, 3A-D)
- Students pretend they are part of a Congressional Commission and have to decide whether a new monument should be built in Washington D.C. for the Captains of Industry or for Labor.
- Students examine competing primary and secondary sources and formulate an argument as to why there should be a monument for one and not for the other.
- Sources come from the text, sourcebooks, College Board DBQs (2012,2000), and their own research.

Slide Discussion and Journal: Immigration (CR 3--MIG)

- Students will be shown visual images dealing with immigration and urbanization in the late 19th and early 20th century. Visuals will deal with the major topics like causes, journey, labor conditions, urbanization, and social issues/reform.
- During the discussion, students will create an immigrant personality and keep a journal recording their experiences on each of the issues discussed.
- Journal will focus on causes and effects of immigration on this time and resulting changes.

Journal Activity: The West (CR 4, 1.A-B)

- Day 1—Students take on the role of Miner, Rancher, or Farmer and write a diary of the experience in the West. Students also include information on other roles through receiving letters from friends or what they hear from others
- Day 2—Students take on the role of a Native American, and write a diary based on the experience of Native Americans during this time

Slide Discussion: Politics and Populists

- Students will discuss key issues surrounding the politics of the Gilded Age
- Using the College Board DBQ 2007,
 - students will analyze primary sources and develop arguments surrounding the causes and effects of the Populist Movement
 - students will analyze primary sources for HIPP (CR 5, 2.A-C)

Personal Progress Check: AP Dashboard Questions (Period 6)

Assessments:

DBQ Essay (Full): (CR 9) (CR 8, 2.i-v)

- Students will write an essay, providing a thesis and using historical evidence to support their thesis.
Students will analyze documents for argument and HIPP
Historical Thinking Skill of Causation.

MC Exam

Unit 7: Period 7 (1890-1945) (CR 2)

- Topic 1: Contextualization
- Topic 2: Imperialism: Debates
- Topic 3: The Spanish American War
- Topic 4: The Progressives
- Topic 5: WWI: Military and Diplomacy
- Topic 6: WWI: Home Front
- Topic 7: Causation

Text and Possible Materials:

- Text Chapters: 19-21 (CR 1)
- Primary Sources: (CR 1)
 - Jacob Riis, *How the Other Half Lives*
 - Lewis Hine (www.historyplace.com)

Activities and Assessments:**Contextualization Practice (CR 7, 4.A-B)**

- Students work collaboratively in small groups on Google Doc Template for Developing Contextualization in Practice Essay Question
- Students make connections to other historical processes and developments (CR 7, 5.A-B)

Slide Discussion/Small Groups: (CR 1)

- Students examine the writing and photographs of Jacob Riis, Lewis Hine, and other Progressive Era writers. They take notes and identify the main issues described and shown from this time period.
- Students then write a mock expose of urban social conditions in the early 20th century calling for change. (CR 3--SOC)

Newspaper Activity: Progressive Era (CR 3--PCE)

- DBQ Practice: Students use College Board DBQ (DBQ Exam 2019) to help research differing views
 - Students examine documents for HIPP (CR 5, 2.A-C)
- Students create Newspapers analyzing key events from President Theodore Roosevelt to Woodrow Wilson.
- For each President they need to develop a newspaper in the perspective of socialist, moderate, or conservative. They are assigned a perspective for each newspaper created.

Debate Activity: Imperialism and Role of US in World (3--WOR)

- DBQ Practice: Students use College Board DBQ (DBQ Exam 2018) to help research differing views
 - Students examine documents for HIPP (CR 5, 2.A-C)
- Students will take part in a debate about the US role and foreign policy during this time period
- Students are assigned to a specific role—characters represent key figures during this time period and represent a wide variety of views—to research and role play during the debate
- Debate will focus on issues like expanding role in: Pacific, Asia, and Caribbean; Spanish-American War; Philippine Annexation; US entry into WWI.
- After the debate, students write an editorial expressing their views—based on specific historical examples—on US foreign policy during this time period.

Slide Discussion/Small Groups: (CR 8, 1.i-iii)

- Students engage in a class discussion that compares and contrasts American and European imperialism between 1880 and 1914.
- Students also discuss and focus on key issues and events in Europe that will draw the US to be involved in WWI.

DBQ Activity: Wilson and Treaty Debate (3--WOR)

- Using sources from College Board DBQ, students will analyze documents and outside information in order to present relevant historical information for both sides in the debate
- Students will create a chart and list evidence that supports Wilson or his opponents as to who was at fault for the failure the US signing the Treaty of Versailles and joining the League of Nations

Personal Progress Check: AP Dashboard Questions (Period 7)

Assessments:

DBQ Essay (Full): (CR 9) (CR 8, 2.i-v)

- Students will write a DBQ Essay, providing a thesis and using historical evidence to support their thesis.
College Board AP Exam (DBQ 2018 or 2019)
Historical Thinking Skill of Causation.

MC Exam

Unit 8: Period 7 (1890-1945) (CR 2)

- Topic 1: 1920s: Innovations in Communication and Technology
- Topic 2: 1920s: Cultural and Political Controversies
- Topic 3: The Great Depression
- Topic 4: The New Deal
- Topic 5: Interwar Foreign Policy
- Topic 6: WWII: Mobilization
- Topic 7: WWII: Military
- Topic 8: Postwar Diplomacy
- Topic 9: Comparison

Text and Possible Materials:

Text Chapters: 22-24 (CR 1)

Primary Sources and Secondary Sources: (CR 1)

- Images of Art from Jacob Lawrence: The Migration Series (www.phillipscollection.org)
- Images from Farm Services Administration
- Excerpts from, *Down and Out in the Great Depression: Letters from the Forgotten Man*
- DBQ (2014): Foreign Policy from End WWI to Korean War (CR 1)
 - Graph US military spending % of GDP
 - Henry Cabot Lodge Speech excerpt
 - Gerald Nye Report excerpt
 - Henry Stimson Speech excerpt
 - FDR Quarantine Speech excerpt
 - Visual—Norman Rockwell Four Freedoms Poster
 - George Marshall speech excerpt

Sample Activities:

Contextualization Practice (CR 7, 4.A-B)

- Students work collaboratively in small groups on Google Doc Template for Developing Contextualization in Practice Essay Question
- Students make connections to other historical processes and developments (CR 7, 5.A-B)

Award Show Activity: The Roaring Twenties (CR 4, 1.A-B)

- Students develop different awards, nominees, and award winners for the various aspects of the 1920s. Examples include:
 - Technology, New Culture, Conflict of Culture, Politics, etc.

Document Activity: The Great Migration (CR 6, 3.A-D)

- Students will analyze the works of Art from The Migration Series by Jacob Lawrence to describe the causes, effects, and experiences of African Americans during the Great Migration
- Students will also analyze secondary source excerpts from the following in order to develop a chart on the push/pull factors for the Great Migration, but also for the experiences of African Americans when they were in the North:
 - *The Warmth of Other Suns*, Isabel Wilkerson
 - *A Different Mirror*, Ronald Takakim
 - *Arc of Justice*, Kevin Boyle
 - *The Promised Land*, Nicolas Lemann
- Students will write a letter to relatives advising them on why they moved, but also what to be aware of if they do move North (CR 3--NAT)

Slide Discussion: Depression and Society (CR 1)

- Analyze pictures/images, graphs of unemployment figures (taken from text), and keep journal from perspective of various groups during Great Depression (Businessmen, women, children, African Americans, Mexican Americans, etc)

Hall of Fame or Hall of Shame Activity: FDR and New Deal (CR 3--PCE)

- Students complete chart providing historical evidence for reasons why FDR should be in the “Hall of Fame” for Presidents or “Hall of Shame”
 - Chart will focus on role of New Deal and how/why it sought to change the government’s role in US political, social, and economic life (CR 9, 6.A-D)
- Students then create a poster for each position, including main idea sentences for each topic and bullet pointing key historical examples to support main ideas

Document Activity: Changing Foreign Policy

- Using Documents from 2014 AP Test, students will analyze documents and complete group assignment showing the “continuity and change” of US foreign policy from the end of WWI to the end of WWII (CR 8, 3.i-iii)
- Students identify HIPP (CR 5, 2.A-C)

Report Card Activity: WWII

- Students develop a Report Card for the US performance in WWII and answer: “How effective and appropriate were US actions during WWII?”
 - Students develop Report Cards for the following topics: Before Entering War, Home front, Fighting the War
 - For each topic they grade multiple action/events and explain each grade given based on how appropriate and effective it was

Personal Progress Check: AP Dashboard Questions (Period 7)

Assessments:

LEQ Essay (Full): (CR 9, 6.A-D) (CR 8, 3.i-ii)

- Students will write a LEQ Essay, providing a thesis and using historical evidence to support their thesis.
- Historical Thinking Skill of CCOT.

MC Exam

Unit 9: Period 8 (1945-1980) (CR 2)

- Topic 1: Contextualization
- Topic 2: The Cold War—1945-1980
- Topic 3: The Red Scare
- Topic 4: Economy after 1945
- Topic 5: Culture after 1945
- Topic 6: Early Steps in the Civil Rights Movement (1940s and 1950s)
- Topic 7: America as a World Power
- Topic 8: The Vietnam War
- Topic 9: The Great Society
- Topic 10: The African American Civil Rights Movement (1960s)
- Topic 11: The Civil Rights Movement Expands
- Topic 12: Youth Culture of the 1960s
- Topic 13: The Environment and Natural Resources from 1968-1980
- Topic 14: Society in Transition
- Topic 15: Continuity and Change

Text and Possible Materials:

- Text Chapters: 25-28 (CR 1)
- College Board DBQ Documents (2008, 2011, 2015, 2016)

Sample Activities:

Contextualization Practice (CR 7, 4.A-B)

- Students work collaboratively in small groups on Google Doc Template for Developing Contextualization in Practice Essay Question
- Students make connections to other historical processes and developments (CR 7, 5.A-B)

Slide Discussion/Small Group: (CR 3--WOR)

- Students discuss and develop a “action/reaction” timeline for the beginning of the Cold War. Students assess the major causes and effects

DBQ Activity: Cold War (CR 8, 2.i-v)

- In cooperative groups, students will analyze and outline an answer for the following question: Analyze the political and economic impact of the Cold War on American society between the years 1945 to 1961.
- Students analyze documents for arguments and brainstorm for outside information and then they analyze documents for HIPP (CR 5, 2.A-C)
- Then students group the documents and information and develop a thesis argument (CR 9, 6.A-D)
- The class will then have a whole group discussion to evaluate and discuss answers

Compare and Contrast Activity: 1920s and 1950s (CR 8, 3.i-iii)

- Students develop Compare/Contrast charts for the 1920s and 1950s
- Topics can include: technology, transportation, race relations, Red Scare, economics, music, conflict of cultures, etc.
- Then students create a Compare/Contrast chart between the 1950s and Present. They focus on their life in the suburbs now (many of the same topics can be used).

Road to Citizenship Activity: Civil Rights Movement (This is continuation of same activity done during Reconstruction)

- Students are given key events during the Civil Rights Movement. They have to identify the terms and determine if it helped moved African Americans forward toward citizenship or backward away from citizenship.
- Students then construct a poster visualizing this “Road to Citizenship”. On their road they show what events help move African Americans forward and what events restricted their movement toward citizenship. (CR 3—SOC, PCE)

Compare and Contrast Activity: Great Society (CR 3--PCE)

- Students create Compare/Contrast charts analyzing the New Deal and Great Society
- Students provide specific information and discuss the changing role of government
- Short Answer Practice: AP Exam 2019—Compare and Contrast New Deal and Great Society

Slide Discussion/Small Groups: Vietnam Era (CR 4, 1.A-B)

- Through visuals and musical lyrics of the era, students discuss the political, economic, and social effects of the Vietnam War on society

Presidential Debate Activity: Carter vs. Reagan

- DBQ Practice: College Board Exam DBQ Documents (2015, 2016)
 - Students analyze sources for arguments (CR 5, 3.A-D)
 - Students analyze sources for HIPP (CR 6, 4.A-C)
- Students role play a debate between Democrats and Republicans in 1980, for years from 1968-1980
- Students prepare and debate over which group was successful and which group should be blamed for problems in some of the following areas: (CR 9, 6.A-D)
 - Economy/Environment and Politics and faith in government (CR 3—PCE, GEO, WXT)
 - Social Issues: African Americans, Women, Native Americans. Latinos, Gay/Lesbian rights
 - Foreign Policy

Personal Progress Check: AP Dashboard Questions (Period 8)

Assessments:

DBQ Essay (Full): (CR 9) (CR 8, 3.i-ii)

- Students will write an essay, providing a thesis and using historical evidence to support their thesis. Students will analyze documents for argument and HIPP
- Historical Thinking Skill of CCOT.

MC Exam

Unit 10: Period 9 (1980-Present) (CR 2)

- Topic 1: Contextualization
- Topic 2: Reagan and Conservatism
- Topic 3: The End of the Cold War
- Topic 4: A Changing Economy
- Topic 5: Migration and Immigration in the 1990s and 2000s
- Topic 6: Challenges of the 21st Century
- Topic 7: Causation

Text and Possible Materials:

Text Chapters: 29-30 (CR 1)

Sample Activities:**Contextualization Practice (CR 7, 4.A-B)**

- Students work collaboratively in small groups on Google Doc Template for Developing Contextualization in Practice Essay Question
- Students make connections to other historical processes and developments (CR 7, 5.A-B)

Hall of Fame or Hall of Shame Activity: Reagan and New Right (CR 9, 6.A-D)

- Students complete chart providing historical evidence for reasons why Ronald Reagan should be in the “Hall of Fame” for Presidents or “Hall of Shame”
 - Chart will focus on politics, economics, social, and foreign policy issues
 - Students then create a poster for each position, including main idea sentences for each topic and bullet pointing key historical examples to support main ideas
 - Students then develop thesis argument and supporting points on how they feel he should be viewed in each category
- Short Answer: Interpretation (CR 6, 3.A-D)
 - Students are given 3 events/dates and argue which one they feel is the turning point and beginning of the New Right and provide evidence to support
 - Students then provide evidence as to why one of the other choices is not as good as their choice

Report Card Activity: Pres. Clinton, Bush, and Bush

- Students develop report cards grading the above Presidents for their domestic and diplomatic actions

Compare and Contrast Activity: Immigration (CR 3--MIG)

- Looking at Immigration Acts of 1924, 1965, and 1990, students will complete a graphic organizer to compare and contrast the goals of each one. (CR 8, 1.i-iii)
- Students will then research and list what they think are the top issues surrounding immigration in the present time and compare and contrast it to the issues from 1924, 1965, and 1990.

Cause and Effect Activity: Globalization (CR 3--WXT)

- Students research and analyze information identifying major causes and effects of the social, economic, and demographic challenges of the 21st century. Some topics include:
 - Changing economic and environment issues
 - Technology
 - Internal migration and international migration

Personal Progress Check: AP Dashboard Questions (Period 9)**Assessments:****LEQ Essay (Full): (CR 9) (CR 8, 2.i-v)**

- Students will write an essay, providing a thesis and using historical evidence to support their thesis.
- Choose from College Board AP Exam Questions (2016, 2017, 2018)

MC Exam

Unit 11: Review

Topic 1: Historical Developments/Key concepts

Topic 2: Periods and Processes/Skills

Topic 3: Themes

Sample Activities:

Historical Developments

- Quizlet Live: students compete in small groups in being able to identify and define Historical Developments/Key Concepts (Periods 1-9)

Periods and Processes/Skills

- Students are given 3-4 LEQ Questions from one set of Periods (1-3, 4-6, 7-9) each day. In small groups, students go through the “writing process” using graphic organizers based on Reasoning Process (Comparison, Causation, or CCOT) to outline an answer.
- Writing Process:
 - Understand the Question: Process/Skill, Theme, Historical Development
 - Evidence Collection: Brainstorm
 - Evidence Grouping
 - Argument/Thesis
- At the end of class, one question is picked randomly for students (individually) to outline and write a Thesis.

Themes

- Students are given a Theme. In small groups, students chart what are the Historical Developments through the Periods that apply to this Theme. They identify and explain to what extent are there Continuities and Changes through the Periods.
- Whole group discussion then, to chart out connections, causation, comparison, and ccot of major developments over the Periods in relation to the Themes.