Course Description
A survey of American development from the pre-Columbian era to the end of reconstruction.

Course Objectives and Student Learning Outcomes
History 1301 is devoted to surveying American history from the period before European discovery and exploration, to the end of Reconstruction (1877). The course has these objectives:

- To develop general education skills;
- To develop historical thinking skills;
- To acquaint you with basic information about the historical periods
- To be able to analyze cause and effect in the history of the United States from the pre-Columbian period to Reconstruction;
- To be able to analyze the relationship among American economics, politics, demography, and social structure from the pre-Columbian period to Reconstruction.

Course Materials
Jason Stacey & Stephen Heller, Documenting United States History; Bedford/St. Martin’s Press, (2016)

Course Information
This is an accelerated course covering the history of the United States from Pre-Columbian period to Reconstruction using themes and topics. Emphasis is placed on outside reading, essay development, and the use of historical thinking skills. The course is designed to help students find success taking the Advanced Placement U.S. History exam, and potentially receive college credit (3 hours) for U.S. History.

Class Assignments include:
Chapter review worksheets
DBQ/FRQ Essays (homework)
Short answer writing
Timed Free Response, DBQ’s, and short-answer questions (in class)
Unit Tests
Reading and/or Film Quizzes

MATERIALS NEEDED
2” 3-Ring Binder (for notes, handouts etc.)
Notebook Paper & Dividers
pen (blue or black only) and/or pencil
COURSE POLICIES
All school policies described in the Abilene High School Student Handbook will be strictly enforced in the classroom. Among others, these policies include attendance, tardiness, cell phone/electronic devices, and academic honesty.

CLASS PARTICIPATION
Students are required to be active participants in class lectures/discussions.
- Sleeping in class or working on assignments for other classes is not allowed.
- Cell phones and or other electronic devices will not be allowed in class (keep them completely out of sight).

ASSIGNMENT POLICIES

1. HOMEWORK
With few exceptions, students will have several days to complete outside assignments. Most outside work entails reading of upcoming chapters so as to be prepared for class discussion/participation, and class writing assignments

2. LATE WORK
Late assignments will be penalized (grade no higher than 70, after one week it will not be accepted).

3. MAKE-UP WORK
The time allowed for make-up work is described in the Student Handbook. It is the responsibility of the student to obtain missed assignments. It would be a helpful for you to develop a “study-buddy” relationships with other students in the class so that you can get assignments and/or explanations of activities missed. Students must make an appointment with me on the day they return to class to determine when they are to complete make-up tests.

GRADES
Daily Assignments (50%): All class work, outside readings, practice writings, and, and quizzes.
Unit Tests/Formal Essays (50%)

TUTORIALS
Tuesday, Thursday & Friday – 2nd half of mega lunch
Planning period – 7th
**Course Outline (Fall Semester)**

**UNIT 1: COLONIZATION & REVOLUTION** Textbook Chapters 1 - 4
- **Unit Theme:** Examine how the English colonies developed differently from the French and Spanish colonies and which led ultimately to independence.
- **Content:**
  - Pre-Columbian Era/Discovery and settlement 1481 – 1650
  - America and the British Empire 1650 – 1754
  - Colonial Society in the Mid-Eighteenth Century

**UNIT 2: REVOLUTIONARY PERIOD** Textbook Chapter 5
- **Unit Theme:** Evaluate how demands for no taxation without representation were both the primary force motivating the American revolutionary movement and a symbol for democracy.
- **Content:**
  - The road to revolution 1754 – 1775
  - The American Revolution 1775 – 1783

**UNIT 3: The Constitution and the New Republic** Textbook Chapter 6
- **Unit Theme:** Analyze how the role and influence of the Anti-Federalist and the Bill of Rights compromise affected the debate over the ratification of the Constitution.
- **Content:**
  - Constitution and the New Republic 1776 – 1800

**UNIT 4: THE JEFFERSONIANS & The Rise of Nationalism**
- **Textbook Chapter 7 & 8**
- **Unit Theme:** What was Jeffersonian Democracy and how did it contribute to the growth of nationalism?
- **Content:**
  - The Age of Jefferson 1800 – 1816
  - The War of 1812
  - Nationalism and Sectionalism
  - The Marshall Court

**UNIT 5: THE AGE OF JACKSON**
- **Textbook Chapters 9 & 10**
- **Unit Theme:** In what ways did the emerging sectional conflicts within the United States manifest themselves in the election of Andrew Jackson and in the domestic policies of the nation in the years 1828–1837?
- **Content:**
  - Jacksonian Democracy
  - Sectionalism

**UNIT 6: DEVELOPING NATION & CIVIL WAR/RECONSTRUCTION**
- **Textbook Chapters 11 – 15**
- **Unit Theme:** To what extent do you agree or disagree with the idea that the North had won the Civil War before it began?
- **Content:**
  - Creation of a unique American culture
  - Territorial expansion (Manifest Destiny)
  - Disunion 1850 – 1860
  - Civil War 1861 – 1865
  - Reconstruction 1865 – 1877