**AP United States History Syllabus**

**Introduction**

The goal of AP US History is to vigorously expand our understanding of United States History. To this end a broad range of methods will be utilized within and outside the classroom. This is a course you should expect to think about throughout your day, week, and year – regardless of block, weekends, or vacations. Our time together in class is only a small fraction of the time you will be expected to learn.

In addition to the above, this course is designed to provide a college-level experience and preparation for the AP US History exam in May. This exam will consist of multiple choice questions, Short –answer questions, a Document-Based Question (DBQ) essay, and a long essay. Therefore, the reading, interpretation, analysis, and synthesis of primary sources will be a significant aspect of this course. The course itself is organized chronologically into time periods from the initial European Settlement of North America to the present. Within the time periods, themes, as determined by the College Board, will be emphasized. These themes will include the American Identity, Work, Exchange, and Technology, Peopling, Politics and Power, America in the World, Environment and Geography, and Ideas/ Beliefs and Culture.

**Textbooks.**


*Additionally, there will be an abundance of supplementary readings.*

**Proficiency Focused Learning:** This course has a proficiency focus on learning, which means:
- Expectations for what a student will be able to know and do in this course will be clear to students and parents. I will do this by providing outcome-oriented rubrics with each summative assessment, and connect standards to assignments. Communication about how a student is progressing in attaining the skills and knowledge that are important in this course will be clearly communicated. I will do this by posting assignments and due dates on Jump Rope, updating student progress in Jump Rope regularly, communicating with students directly about their progress during class time, Students are supported by teachers to attain the skills and knowledge of the course, and/or challenged to reach beyond the standard. I will do this by being available for student support during A.R.E. block and after school time, provide multiple modes of learning during class time, create challenging experiences for students at the distinguished level.

**Anchor Standards:** This course will assess the knowledge and skills students build in key Anchor Standards, A student will have multiple opportunities to show their proficiency in each Anchor Standard. Below, each Anchor Standard for this course is named and described.

- **Sourcing:** Who is giving me this information? Why does it matter?
- **Arguing and Explaining:** How can I use what I know to inform and persuade others?
- **Taking Action**: How can I use my ideas to impact the world around me?
- **Speaking and Listening**: How can I share and grow my ideas through respectful dialogue?

**ASSESSMENT OF LEARNING, GRADING AND REPORTING:**
Three types of assessments will be used to determine if you have gained the necessary knowledge and skills of this course: Formative Assessments, Summative Assessments, and Habits of Work for Learning. The grade in this course will be based on Formative & Summative Scores (95%) and HOWLs (5%). For more info about assessment types, scoring, and overall grade calculation, please click here.

**Responsibilities & Expectations.** At this point in your academic career you should be well aware of appropriate rules of conduct. It is our expectation that our main focus remain always on the serious, yet enjoyable, study of the course material and not on your behavior. Generally, however, you should sincerely attempt to do the following:

- Be prepared for class.
- Complete any homework that is assigned by the due date given.
- Be ready to start class at the appropriate time.
- Participate in class to the best of your ability.
- Be productive when class time is given for work on assignment / project.
- Leave the classroom as you found it.
- RESPECT the opinions of others….and allow others to express their opinion.

**Materials.**
- A set of highlighters
- Pencils and pens
- A heavy-duty, three-ring binder (at least 1.5”, and preferably locking D-Ring)
- A flash drive

**Ethical Behavior.** It is expected that a student will always do his/her own work. However, collaboration with peers is encouraged for many assignments. If you have questions about the appropriateness of collaboration please ask. Note that assignments that have been copied from others or plagiarized (presenting someone else’s original work or ideas as one’s own) will not be accepted. Plagiarism and/or cheating on tests, quizzes, projects, or homework will result in a zero, parental contact, and disciplinary action. Please refer to the student handbook.

**AP United States History**

**PERIOD 1: 1491-1607 [CR2]**
**Content**
Demographics of Europe, the Americas, and West Africa; Meso-American culture; transatlantic commerce; comparison of colonies across the Americas (religion, economies, politics, cultures); and foundations of slavery.

**Reading Assignments:** *The American Pageant*, Chapters 1–2

**PERIOD 2: 1607–1754 [CR2]**
**Content**
European colonization; American Indian resistance; economic and population patterns; CR2—Each of the course historical periods receives explicit attention.

**Reading Assignment:** *The American Pageant*, Chapters 3 - 5
PERIOD 3 1754–1800 [CR2]
Content
British colonial policies; enlightenment ideas; war for independence; formation of republic and national identity; work and labor (free and unfree); and regional economic differences.
Reading Assignments: The American Pageant, Chapters 6–10

PERIOD 4 1800–1848 [CR2]
Content
Definition of democratic practices; expansion of the vote; market revolution; territorial and demographic growth; two-party system; Andrew Jackson; and role of the federal government in slavery and the economy.
Reading Assignments: The American Pageant, Chapters 11–17

PERIOD 5: 1844-1877 [CR2]
Content
Tensions over slavery; reform movements; imperialism; women and nonwhites; public education; Mexican War; public education; Civil War; and Reconstruction.
Reading Assignments: The American Pageant, Chapters 17–22

PERIOD 6 1865–1898 [CR2]
Content
Reconstruction; U.S. imperialism, industrialization, immigration, urbanization; women’s movement; and working class culture and leisure.
Reading Assignments: The American Pageant, Chapters 23–26

PERIOD 7 1890–1945 [CR2]
Content
Progressive reform; radicalism; World War I and Russian revolution; first red scare; first great migration of African Americans; race riots; culture wars of the 1920s; Hoover and FDR in the capitalist crisis; New Deal; and World War II.
Reading Assignments: The American Pageant, Chapters 27–35

PERIOD 8 1945–1980 [CR2]
Content
Atomic age and the Cold War; suburban development and the affluent society; the other America; Vietnam; social movements of the long 1960s; Great Society programs; economic and political decline in the 1970s; and rise of conservatism.
Reading Assignments: The American Pageant, Chapters 36–39

PERIOD 9: 1980-present [CR2]
Content
Reagan at home and abroad; growth of poverty; Bush, Sr. and end of Cold War; Clinton and the internet; race relations; NAFTA and other trade agreements; 9/11; Patriot Act; education policies of Bush, Jr. and Obama; and environmental policies.
Reading Assignments: The American Pageant, Chapters 39–42