

2019-2020

AP U.S. History Syllabus

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General Overview:

Welcome to Advanced Placement United States History. The syllabus below is a general framework for the AP course structure as well as classroom procedures. Please be sure to thoroughly read over this syllabus to become completely familiar with procedure and content. The AP U.S. History course was new as of this 2014 year with additional revisions during July of 2017 and will look much different from years past. There is no longer a push to cover an enormous amount of material but, rather, cover particular themes in history.

Curriculum Framework:

There are four parts to the AP U.S. History Curriculum Framework - Historical Thinking Skills, Thematic Learning Objectives, The Concept Outline and the AP U.S. History Exam.

To better understand the Curriculum Framework, please familiarize yourself with the following information. Immediately following this framework description, you will be able to read about Classroom Procedures, Classroom Activities and Expectations.

WARNING: This course is not for the faint of heart! There is much to cover both within and outside of the classroom. You will be expected to spend about six hours reading and completing other assignments outside of the classroom in order to augment what we are learning within the classroom. You will be writing your hearts out, becoming masters of multiple choice, short answer, DBQs and Long Essay Questions. Strongly evaluate your commitment time capability. This course will be a challenge but, well worth it if you own the challenge!

Writing Intervention: Students that did not take AP World/Euro or show a weakness in an area of writing will be required to attend at minimum one writing tutorial per month. Students will be reevaluated and reassessed based on need thereafter.

Class Expectations

1. It is expected that you will come to class each day with your device (**a computer/iPad is HIGHLY recommended also should have a keyboard**), folder, five subject notebook, blue pens, pencil, and highlighters. Any assignment will be subject to assignment checks.
2. You are, also, expected to bring your "A" game to this class. You will be putting forth a considerable amount of effort. Stay consistent, focused and keep the end in mind – passing that AP exam with a 3 or better and earn your collegiate credit.
3. Makeup Work: Be on time and try to avoid missing class. This class will move at a collegiate pace and will not be easy to make up work. Please check schoology for makeup work/assignments. Turn in all makeup work at the beginning of the class period. As per Alvin ISD policy, if you are absent you have an equal amount of days plus one to turn in all assignments missed. All preannounced quizzes and tests are to be taken on that day, even if you missed the day before. All assignments are listed online and a schedule is posted on the class calendar. All make up work is the responsibility of the student and you are required to be in touch with exactly what you need to do in order to continue working smoothly in the class.

4. Late Work: Late work will not be accepted except for assignments the teachers deems as “essential” and assigns tutorials to enforce the completion of classwork that is essential to learning. As an AP student, it is imperative that you learn to meet deadlines.
5. You will have quizzes for most of the readings and videos you are required to complete. These are to ensure you read. Since there is so much information to be learned, the readings provide a good amount of reinforcement to class discussions and projects. The questions will be very detailed so you must take notes over the chapter to be successful on the quiz. You must take your own handwritten notes that are attached in your notebook. Loose notes/homework will not be accepted. I will also do random notes checks.
6. Testing Policy: Tests or quizzes can be made up after school before the end of the 9 weeks. As a member of this class, you are required to take the AP exam in the spring. You do not have to pass the exam in order to pass the class. College credit will be awarded for scores of 3 (out of 5) or higher depending on the university/college of your choice. **Good news regarding this the state of Texas has just passed a new law this past year requiring state school to award college credit to all students earning a 3 or higher.**
7. Please properly complete all class work and home work as assigned. All out of class essays and projects must be handwritten. Homework will also include assigned reading. You will be expected to participate in class on a daily basis. On time is defined as when it is requested by the teacher. You may Email your assignment to me: malexander@alvinisd.net
8. Within our classroom we must agree to work together to master the content and learn from each other. Mutual respect and consideration within our classroom is a must. Bring your "A" game of respect to class each day.

GRADING POLICIES AND EVALUATION:

The Grading Scale will follow Alvin ISD Guidelines:

90-100 A

80-89 B

75-79 C

70-74 D

Below a 70 F

Individual Grade Types Breakdown: 50% Test, 50% Daily / Homework grades

Test Assignments include:

Classroom Exams and correlating DBQs, Projects, term papers, exhibitions/presentations, etc., and other specific Summative Assignments indicated by the teacher that helps pull together the learning complete in units

Daily Assignments include: Teacher Questions, Group Work - These are usually assessments that are used for learning and to guide instruction and are usually completed in class. Reading / video quizzes, note checks and any other material assigned as homework.

Technology in the Classroom

1. Bring your own technology - You are encouraged to bring your laptop or portable learning device (tablet) that has a keyboard for in class assignments (such as jigsaw group work, outlining chapters, accessing schoology for readings etc.)
2. Google drive – many of your assignments will be distributed through google drive. Please access through your school accounts. UN: ID#@students.alvinisd.net PW: firstinitial lastinitial 4 digit year of birth 00
3. Schoology – all assignments and communication will go through this site. We will create accounts the first day and parent accounts are available at their request.

COURSE CONTENT ORGANIZATION OF HISTORICAL THINKING SKILLS, THEMES, AP EXAM

Section I: Historical Thinking Skills

Every AP Exam question will require a student to apply one of the historical thinking skills to one of the thematic learning objectives. The AP US History course seeks to apprentice students to the practice of history by explicitly stressing the development of historical thinking skills while learning about the past.

AP History Disciplinary Practices

Practice 1: Analyzing Historical Evidence

Practice 2: Argument Development

Students will be assessed on their ability to ...

Primary Sources

- Describe historically relevant information and/or arguments within a source.
- Explain how a source provides information about the broader historical setting within which it was created.
- Explain how a source's point of view, purpose, historical situation, and/or audience might affect a source's meaning.
- Explain the relative historical significance of a source's point of view, purpose, historical situation, and/or audience.
- Evaluate a source's credibility and/or limitations.

Secondary Sources

- Describe the claim or argument of a secondary source, as well as the evidence used.
- Describe a pattern or trend in quantitative data in non-text-based sources.
- Explain how a historian's claim or argument is supported with evidence.
- Explain how a historian's context influences the claim or argument.
- Analyze patterns and trends in quantitative data in non-text-based sources.
- Evaluate the effectiveness of a historical claim or argument.

- Make a historically defensible claim in the form of an evaluative thesis.
- Support an argument using specific and relevant evidence.
- Use historical reasoning to explain relationships among pieces of historical evidence.
- Consider ways that diverse or alternative evidence could be used to qualify or modify an argument.

AP History Reasoning Skills

Skill 1: Contextualization	Skill 2: Comparison	Skill 3: Causation	Skill 4: Continuity and Change over Time
Describe an accurate historical context for a specific historical development or process.	Describe similarities and/or differences between different historical developments or processes.	Describe causes or effects of a specific historical development or process.	Describe patterns of continuity and/or change over time.
Explain how a relevant context influenced a specific historical development or process.	Explain relevant similarities and/or differences between specific historical developments and processes.	Explain the relationship between causes and effects of a specific historical development or process. Explain the difference between primary and secondary causes and between short- and long-term effects.	Explain patterns of continuity and/or change over time.
Use context to explain the relative historical significance of a specific historical development or process.	Explain the relative historical significance of similarities and/or differences between different historical developments or processes.	Explain the relative historical significance of different causes and/or effects.	Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

Section II. Thematic Learning Objectives

The framework presents a set of learning objectives, organized by seven major themes that describe what students should know and be able to do by the end of the AP US History course. These represent the major historical understandings that colleges and universities want AP students to have developed in order to merit placement out of the introductory college U.S. history survey course. Students should use a range of historical thinking skills to investigate the thematic learning objectives.

The AP Exam will measure student proficiency in the historical thinking skills as well as the thematic learning objectives. Every AP Exam question will be rooted in these specified learning objectives.

These content learning objectives for the AP U.S. History course and exam are organized under seven themes, which are topics of historical inquiry to explore throughout the AP U.S. History course.

1. American and National Identity
2. Politics and Power
3. Work, Exchange, and Technology
4. Culture and Society
5. Migration and Settlement
6. Geography and the Environment
7. America in the World

These themes focus student understanding of major historical issues and developments, helping students to recognize broad trends and processes that have emerged over centuries in what has become the United States.

Section III. The Concept Outline

The required course content for each historical period of U.S. history is presented in a concept outline.

Required Content: The course is organized into nine historical periods that run from the precolonial era to the present, and the key concepts, supporting concepts, and historical developments that are required knowledge for each period are presented in an outline. No AP questions will require students to know historical content that falls outside this concept outline!

While taking the AP Exam, students will need to be able to cite historical content as evidence for the arguments they are making. Written exam questions will instead provide students with the flexibility to write about whichever example the teacher has chosen to focus on. Instead, MC questions will be written about the learning objectives and the required historical concepts. Similarly, students will never be asked to write an AP Exam essay about one specific example; instead, the essay questions will be written about the learning objectives for the course, so that students then have the flexibility to draw upon whichever examples of that learning objective the teacher chose to focus on. This approach helps students with flexibility to study specific historical events or individuals in greater depth.

There are nine (9) chronological historical periods:

Period	Date Range	Approximate Percentage of ...	
		Instructional Time	AP Exam
1	1491–1607	5%	5%
2	1607–1754	10%	
3	1754–1800	12%	
4	1800–1848	10%	45%
5	1844–1877	13%	
6	1865–1898	13%	
7	1890–1945	17%	45%
8	1945–1980	15%	
9	1980–Present	5%	5%

Teachers will use the key concepts within the various periods to build students' understanding of the learning objectives that will be assessed on the AP Exam (Thematic Learning Objectives).

Section IV: The AP U.S. History Exam.

The AP Exam will assess students' achievement of the thematic learning objectives and their use of the historical thinking skills. The AP U.S. History Exam is 3 hours and 15 minutes long and includes both a 95-minute multiple-choice/short-answer section and a 100-minute free-response section. Each section is APUSH divided into two parts, as shown in the table below. Student performance on these four parts will be compiled and weighted to determine an AP Exam score.

Section	Question Type	Number of Questions	Timing	Percentage of Total Exam Score
I	Part A: Multiple-choice questions	55 questions	55 minutes	40%
	Part B: Short-answer questions	3 questions <ul style="list-style-type: none">• Required Question 1: periods 3–8• Required Question 2: periods 3–8• Choose between<ul style="list-style-type: none">• Question 3: periods 1–5OR• Question 4: periods 6–9	40 minutes	20%
II	Part A: Document-based question	1 question: periods 3–8	60 minutes (includes a 15-minute reading period)	25%
	Part B: Long essay question	1 question, chosen from three options on the same theme: <ul style="list-style-type: none">• periods 1–3• periods 4–6• periods 7–9	40 minutes	15%

Time Management

Students need to learn how to budget their time so that they can complete all parts of the exam. Time management is especially critical with regard to Section II, which consists of two essay questions. Time left is announced, but students are not forced to move to the next question. Students often benefit from taking a practice exam under timed conditions prior to the actual administration.

How Student Learning is assessed on the AP Exam

The following are general parameters about the relationship between the components of the curriculum framework and the questions that will be asked of students on the AP Exam:

- . Students' achievement of the thematic learning objectives will be assessed throughout the exam.
- . Students' use of the historical thinking skills will be assessed throughout the exam.
- . Students' understanding of all nine periods of U.S. history will be assessed throughout the exam. APUSH
- . No document based question or long essay **will focus exclusively** on events prior to 1607 (Period 1) or after 1980 (Period 9).
- . Students will always write at least one essay -- in either the document based question or long essay-- that examines long term developments that span historical time periods.
- . The coverage of the periods in the exam as a whole will reflect the approximate period weightings (see small chart above that delineates periods).

Explanations of Exam Parts:

Multiple Choice Questions provided in sets of questions that ask students to respond to stimulus material (primary or secondary source, texts, image, charts, graphs, maps, etc.).

There will be Short-Answer Questions which directly address one or more of the thematic learning objectives for the course. At least two of the four questions will have elements of internal choice, providing opportunities for students to demonstrate what they know best. Each question will ask students to identify and analyze examples of historical evidence relevant to the source or question; these examples can be drawn from the concept outline or from other examples explored in depth during classroom instruction.

Next will be Document Based Questions that measure students' ability to analyze and synthesize historical data and to assess verbal, quantitative, or visual materials as historical evidence. Documents will include charts, graphs, cartoons, and pictures as well as written materials. You will hand write all written questions.

Finally, to provide opportunities for students to demonstrate what they know best, you will be given a choice between two comparable Long Essay Questions. The long essay questions will measure the use of historical thinking skills to explain and analyze significant issues in U.S. history as defined by the thematic learning objectives. Student essays must include the development of a thesis or argument supported by an analysis of specific, relevant historical evidence. Questions will be limited to topics or examples specifically mentioned in the concept outline but framed to allow student answers to include in-depth examples of large-scale phenomena, either drawn from the concept outline or from topics discussed in the classroom.

List of References

Kennedy, D. M., Cohen, L., & Bailey, T. A. *The American Pageant: A History of the Republic*. Boston: Houghton Mifflin Co. – Class Textbook

Supplemental Readings (both primary and secondary) will also be assigned from the following works:

- *Opposing Viewpoints in American History*. (2 vols.) San Diego, California: Greenhaven Press, 1996.
- *Documents of American Constitutional and Legal History*. (2 vols.) Oxford University Press, 2002.
- *Historical Moments: Changing Interpretations of America's Past* (2 vols., 2nd Ed.) McGraw-Hill / Dushkin, 2000.
- *The Inaugural Addresses of the Presidents*. New York: Gramercy Books, 2003.
- *American Ideas: Source Readings in the Intellectual History of the United States*. (2 vols.) The Free Press, 1963.
- *The American Intellectual Tradition*. (2 vols.) New York: Oxford University Press, 2003.

- American Philosophy: A Historical Anthology. Ed. Barbara MacKinnon. SUNY Press, 1985
- Other primary and secondary source readers and books will be used throughout the year.
- <https://www.youtube.com/user/crashcourse> – Youtube channel that covers content from Original Americans to New Millennium Globalization

Course Planning and Pacing Guide 2017

Please be advised that this is the anticipated pacing guide but, I reserve the right to change as the students and year advances. You will receive calendars by unit updates.

Semester 1 Units of Study:

1st Nine Weeks (August - October) Chapters 1-10 Early Americans – American Revolution:

Unit 1: Period 1: 1491-1607

Content: Native Americans pre-contact and in cultural collision

Primary Theme: Environment

Primary Historical Thinking Skill: Use of Evidence

Course Introduction

Three Worlds Collide (Chapter 1)

Unit 2: Period 2: 1607-1754

Content: Colonial comparisons

Primary Theme: Peopling

Primary Historical Thinking Skill: Comparison

European Colonization (Chapter 2)

Early English Colonization (Chapters 2-3)

Eighteenth-Century Colonial Society (Chapters 4-5)

Unit 3: Period 3: 1754-1800

Content: The American Revolution

Primary Theme: Identify

Primary Historical Thinking Skills: Causation and Argumentation

The Road to Independence (Chapter 6)

Declaring and Winning Independence (Chapters 6-7)

Republican Governments (Chapter 9)

Political Debates in the Early Republic (Chapters 9-10)

2nd Nine Weeks (October-December):

Unit 4: Period 4: 1800-1848 Chapters 11-22

Content: Growth and spread of democracy and capitalism

Primary Theme: Work, Exchange, and Technology

Primary Historical Thinking Skills: Periodization, Continuity and Change over Time, and Argumentation

Democratic-Republicanism Power (Chapter 11)

Creating a Republican Culture (Chapters 12-13)

The Market Revolution (Chapter 14)

Jacksonian Democracy (Chapter 13)

Slavery and Reform (Chapters 15-16)

Unit 5: Period 5: 1844-1877

Content: Division, war and reunion Primary Theme: Politics and Power Primary Historical Thinking Skills:

Contextualization, Interpretation, and Argumentation

Manifest Destiny (Chapter 17) Module 2: Sectional Crisis (Chapter 18) Module 3: The Civil War (Chapters 19-21) Module 4: Reconstruction (Chapter 22)

Unit 6: Period 6: 1865-1898 Chapters 23-35

Content: The Gilded Age

Primary Theme: Ideas, Beliefs, and Culture

Primary Historical Thinking Skills: Causation, Continuity and Change over Time, and Argumentation

Conquering a Continent (Chapter 23)

Industrial America (Chapter 24)

Urbanization (Chapter 25)

The New South (Chapter 26)

American Culture in the Gilded Age (Chapter 27)

Politics of the Gilded Age (Chapter 27)

Review and Semester Exam 1491-1877 (dates covered in Units 1-5)

Semester 2 Units of Study

3rd Nine Weeks (January-March):

Unit 7: Period 7: 1890-1945

Content: The Gilded Age Primary Theme: Ideas, Beliefs, and Culture Primary Historical Thinking Skills:

Comparison and Argumentation

Progressivism (Chapters 28-29)

The United States Becomes a World Power (Chapter 30)

The 1920s (Chapters 31-32)

The Depression and the New Deal (Chapter 33)

World War II (Chapters 34-35)

4th Nine Weeks (March - April):

Unit 8: Period 8: 1945-1980 (Chapter 36-42 and Review for AP Exam)

Content: The Cold War and Liberalism

Primary Theme: Identity

Primary Historical Thinking Skills: Continuity and Change over Time and Argumentation

Cold War America (Chapter 36)

Triumph of the Middle Class (Chapter 37)

The Civil Rights Movement (Chapter 37)

The 1960s (Chapter 38)

The 1970s (Chapter 39)