AP U.S. History Syllabus 2019-2020

Mrs. Kate Gaskins

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Purpose: AP U.S. History is a course that is designed to give you a college level experience, while also providing you with the opportunity to earn college credit by taking and passing the AP U.S. History examination in May. The content, rigor, and pace in this class are geared towards that goal. There is a tremendous amount of work in this class, and the expectations are high. What is taught and how it is taught reflects the curriculum and standards set by the College Board. Give yourself sometime to learn how to be successful in this class; with dedication your grades will improve as you learn the required skills. You will learn to assess historical materials in relation to an interpretive problem, weigh their relevance, reliability, and importance, and compare how interpretations of events presented in historical scholarship have changed over time. Based upon the evidence, you will develop skills necessary to make informed judgments, and express them clearly and persuasively through various formats, including DBQs (Document Based Questions) and LEQs (Long Essay Questions), SAQs (Short Answer Questions), classroom debates, and assigned projects. The course will span chronologically and thematically from Pre-Colombian America to the present state of our nation.

Grading Policy: Grades will be divided into three distinct categories: Practice, Process and Product. Most grades in APUSH will fall into the Process and Product category but some assignments may occasionally fall into the Practice category.

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| Practice Grade Examples | Approximate Percentage Points |
| Note checks | 5% |
| Process Grade Examples | Approximate Percentage Points |
| In-class Assignments  Reading Quizzes  Practice Long Essay Questions  Practice Document Based Questions | 35% |
| Product Grade Examples | Approximate Percentage Points |
| Period Tests (Multiple Choice, Short Answer, Long Essay Questions, DBQs) | 60% |
| \*A*ssessments and assessment point values may be interchanged based on where and how it is used in an instructional unit.* | |

Practice Grade Policy

All practice assignments are expected to be turned in on the due date. Late assignments will not be accepted, unless a school-approved excused absence warrants an extension.

Process Grade Policy

All process assignments are expected to be turned in on the due date; however, they will be accepted one class period late and will only be eligible to receive up to 65% credit (unless otherwise specified). After this class period, I reserve the right to assign a grade of zero unless a school-approved excused absence warrants an extension.

Product Grade Policy

Virtually all product grades will take the form of unit tests. There will be 8 tests given total, 2 per quarter. All exams will consist of a combination of multiple choice and written response in the form of short answer, long essay or Document Based Question (DBQ). All questions will be similar to questions found on the actual Advanced Placement exam.

**Units/Quarter Grade Distribution**

Each Quarter will be comprised of the practice, process, and product grades for two total units and no more. Often, this means that our class completes a quarter before the school’s designated deadline. The reasoning behind this is that our curriculum is to be completed by May 8th, nearly a month before other classes. Students will receive a calendar at the beginning of each unit outlining the upcoming assignments for that unit. After we complete the assignments for two unit calendars, that quarter is over and we’ll start assignments for the next quarter.

**Class Discussions**

Class discussions will be driven by assigned readings from the textbook and ancillary resources. In order to participate in the discussions, you must be prepared with notes from the readings. The goal each day is not only to understand the concepts, but to analyze their significance; therefore it is imperative that you are prepared to engage in the discussions. Sometimes we will be discussing difficult historical topics and it is important for us to establish an open, accepting, respectful class culture in which a variety of thoughts and opinions can be shared.

**Note-taking**

It is required that you write textbook notes prior to class. It is recommended that you utilize a means of organizing your notes that will help you in studying and remembering the information. Keep all notes in your binder for reference and review. Notes can be used on in-class quizzes (with the exception of the first quiz) and may be collected/checked periodically.

Topical Sequence

*1st Semester*- major topics include European contact, colonial regional development, revolutionary ideology, constitutional development, Jeffersonian and Jacksonian democracy, 19th century reform movements, Manifest Destiny, the Civil War, and Reconstruction.

*2nd Semester*- major topics include industrialization, immigration patterns, women, minority, and labor issues, Populism, Progressivism, World War I, the Roaring 20’s, the Great Depression, the New Deal, World War II, the Cold War (including the military conflicts in Korea and Vietnam), the post-Cold War era, and modern American history.

**Themes**

In addition to the topics listed above, the course will emphasize seven key themes throughout the year that have been determined by the College Board as essential to a comprehensive study of United States history. These themes are the foundation of unit discussions, and are integral components of assessments (quizzes, essays, and exams). In addition, they are designed to develop the student’s historical thinking skills**.** The seven themes are American and National Identity (NAT), Work, Exchange and Technology (WXT), Migration and Settlement (MIG), Politics and Power (POL), America in the World (WOR), Geography and the Environment (GEO), Culture and Society (CUL).

***Textbook***

*The American Pageant: A History of the Republic,* 12th Edition. David M. Kennedy, Elizabeth Cohen, and Thomas Bailey.Houghton Mifflin Co., 2005. Students are encouraged to purchase this book (12th edition only) if possible. There will be online access to the textbook and paper copies to check out from Mrs. Gaskins after the first 10 days of school.

### Supplementary Reading

Supplementary readings will vary throughout the year. They will include excerpts from textbooks, online resources, and classroom handouts.

In order to study for the College Board exam, students may want to purchase the *AMSCO* *United States History: Preparing for the Advanced Placement Examination 2018 Edition* (Newman and Schmalbach). Older editions can be purchased but they do not provide the new framework skills.

# College Board APUSH Outline

Period 1: 1491-1607

**Content:** Geography and environment; Native American diversity in the Americas; Spain in the Americas; the Columbian Exchange; English, French, and Dutch settlements; and the Atlantic economy.

**Period 2: 1607-1754**

**Content:** Spanish, French, Dutch, and British colonization models; growing trade; British-American slavery; environmental, geographic, and political differences across the colonial regions; intercultural contact and conflict; impact of political, economic, and cultural exchanges within the “Atlantic World” on colonial societies, conflict with Britain.

**Period 3: 1754-1800**

**Content:** Colonial society before the war for independence; colonial rivalries; the Seven Years War; role of women before, during, and after 1776; Articles of Confederation and the Constitution; impact of the French Revolution on Washington’s policies; democracy and republicanism; domestic and foreign liberty movements and limitations, western territories; conflicts with Native Americans; trade disputes with England and Spain.

**Period 4: 1800-1848**

**Content:** Politics in the early republic, parties and votes; reforms and social movements; culture and religion; market capitalism and slavery; growth of immigration and cities; women and Seneca Falls; reform movements; politics and the economy; cultural trends; Transcendentalism and Utopianism

**Period 5: 1844-1877**

**Content:** Tensions over slavery; territorial expansion and Mexican War; the Civil War, rights of freedmen and women, Reconstruction, and freedmen’s bureau; and the KKK. Focus on white supremacy before and after the Civil War.

**Period 6: 1865-1898**

**Content:** technological innovations and change; labor unions; sharecropping; mechanized agriculture; farmers alliances; labor unions and the Populist Party; early conservation movement; Chinese exclusion; settlement houses; political machines; Gilded Age; intellectual movements.

**Period 7: 1890-1945**

**Content:** growingimperialism and debates; White Man’s Burden; Spanish-American War; industrialization, urbanization and technology; Progressivism; mass production and mass consumerism, radio and movies; fundamentalism vs. modernism; Harlem Renaissance; WWI; The Great Depression and the New Deal; WW II; demographic shifts; the role of women and nonwhites; and battles for economic rights.

**Period 8: 1945-1980 Content:** Communism and the Cold War; Middle-East oil crises; Korea, Vietnam, and the “military industrial complex;” baby boom, suburbanization, rise of the affluent society; liberalism and civil rights; identity and social justice; the Beat movement; counterculture and the antiwar movement; women’s, Chicano, American Indian, and gay and lesbian movements; LBJ’s Great Society and the rise of the New Left and Right; immigration and migration; modern conservation; the Warren Court; Ronald Reagan and the rise of poverty; and the Cold War and U.S. role in the world.

**Period 9: 1980-present**

**Content:** Summary of Reagan’s domestic and foreign policies; Bush Sr. and the end of the Cold War; Clinton as a New Democrat; technology and economic bubbles and recessions, race relations, and the role of women; changing demographics and the return of poverty; rise of the prison industrial complex and the war on drugs; 9/11 and the domestic and foreign policies that followed; and Obama: change or continuity?

**2020 AP Exam Information**

The AP U.S. History Exam consists of four parts, organized as follows:

**Section 1**

Part A: *Multiple-choice questions (55 questions)*

Part B: *Short-answer questions (3 questions)*

**Section 2**

Part A: *Document-based question (1 question)*

Part B: *Long-essay question (1 question)*

Student performance on these four parts will be compiled and weighted to determine an AP Exam score.

| **2020 Exam Date: AP US HISTORY on FRIDAY MAY 8th 8:00 AM** |  |  |
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| **APUSH Exam Review**  College Board strongly suggests that students who wish to be successful on AP exams study and review consistently throughout the year. Forming a small study group (no more than 4-5 students) is also strongly suggested, but will only be effective if a regular schedule is developed and followed from the beginning of the year. |  |  |
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**Course Logistics**

**Supplies needed:**

These supplies are needed. You must bring them to class daily.

* 3 ring binder in which notes and class materials are kept all year in an organized manner. Binders can be shared with other classes only if there is a separate tab for this course.
* Pens/ pencils (Writing on test short answers and essays must be completed in INK and must be legible in order to receive credit).
* When possible, it is helpful to bring a personal laptop or tablet to class. This is not required but appreciated.

**Make-Up Work Policy**:

* Students absent from class have the responsibility to make up the work they missed in a timely manner.
* Once the student is back at school, the student is to check the make-up work binder *before or after class*. See teacher for any questions.
* Students have one class day to complete their make-up work for no penalty. Work turned in after this deadline will follow the late grade policy.
* Students who miss a test have ***five*** school days to get the test completed before or after school or it is a zero. Make-up tests and quizzes may take on a different form from the original assessment, and will likely be more reliant on written response.

**Expectations of the classroom**:

* Respect. Be respectful of the classroom, the teacher, other students and yourself.
* Be prepared. All materials must be brought to class – you will not be allowed to leave the classroom to retrieve these materials.
* Be on time. It is important for you to be to class on time to get the most of the class.
* Be open and ready to learn!Give me your best ***EFFORT*!**
* Mrs. Gaskins ***WILL*** enforce and follow all BHS and WCPSS guidelines when it comes to dress code, electronics usage, attendance/tardy, honor codeand plagiarism.
* **INCLEMENT WEATHER POLICY**: If we are absent from school due to weather, beware that the pacing guide will stay the same unless otherwise posted online.
* While students are encouraged to help each other and work together, cheating will not be tolerated.

**APUSH Student Information Sheet and Agreement**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grade Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student Email Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Last Humanities Class / Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Extra-Curricular Activities/Work: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Learning Style Preferences: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Do you have reliable internet access at home? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Do you bring your own laptop or tablet to school regularly? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**What are your strengths as a student (name at least 2)?**

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**What are you weaknesses as a student (name at least 2)?**

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**What are hoping to get out of this class?**

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**Is there anything else that is important for me to know about you?**

**Parent/Guardian Name (s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Relationship to Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Telephone Number(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Email Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Preferred Method of Contact: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Please sign below with your student to acknowledge receipt of the Advanced Placement U.S. History Syllabus.*** *By signing below, you attest that you understand and agree to the class expectations as stated in the course syllabus. Let’s have a great year!*

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_