

Advanced Placement U.S. History

Abridged Syllabus

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

Themes

While the course follows a narrative structure supported by the textbook and audiovisual materials, the following seven themes described in the AP U.S. History Course and Exam Description are woven throughout each unit of study:

1. American and National Identity (NAT)
2. Politics and Power (POL)
3. Work, Exchange and Technology (WXT)
4. Culture and Society (CUL)
5. Migration and Settlement (MIG)
6. Geography and the Environment (GEO)
7. America in the World (WOR)

Historical Thinking Skills

The following skills reflect the tasks of professional historians. Students will be required to master each of these tasks throughout the content of the course within unit studies.

Analyzing Sources and Evidence

- Analyzing Evidence: Content and Sourcing
- Interpretation

Making Historical Connections

- Comparison
- Contextualization
- Synthesis

Chronological Reasoning

- Causation
- Patterns of Continuity and Change Over Time
- Periodization

Creating and Supporting a Historical Argument

- Argumentation
- Argumentation: Using Evidence to Support an Argument

Textbooks

Brinkley, Alan. *American History: A Survey*. McGraw Hill. 2009. Thirteenth Edition.

Additional Sources: Primary and Secondary

Ambrose, Stephen E. *To America: personal reflections of an historian*. New York: Simon and Schuster, 2002. Print.

Dudley, William and John C. Chalberg. *Opposing Viewpoints*, 2 vols. Farmington Hills: Greenhaven Press, 2007

Foner, Eric, and John A. Garraty. "History and Historians." *The Reader's Companion to American History*. Dec. 1 1991: n.p. SIRS Issues Researcher. Web. 12 Jun 2012.

Hoffman, Elizabeth, Edward J. Blum, and Jon Gjerde. *Major problems in American history*, 2vols. 3rd ed. Boston, MA: Wadsworth Cengage Learning, 2012.

Stanford History Education Group. *Reading Like a Historian*. <http://sheg.stanford.edu>.

Zinn, Howard. *A People's History of the United States*. New York: Harper Perennial Modern Classic, 2005.

Audio-Visual Aids:

A Biography of America Annenberg Media: Produced by Oregon Public Broadcasting:

<http://www.learner.org/biographyofamerica/>

Introduction

We will begin the year with a debrief of Ambrose and Historiography/Annotated Bibliography through a class seminar of his ideas, thoughts and interpretations of history. This will be followed by more detailed lessons on historiography and historical thinking, where the student will identify the different schools of historiography and the historians associated with each. Then we will follow up with “Reading like a Historian” lessons from Stanford History Education Group “What is History?” and “Historical Thinking Skills”— contextualization, evaluating sources, and corroboration.

Unit Plans:

Each unit will include the following:

- Lecture and discussion
- Primary source analysis
- Secondary source perspective
- Chronological reasoning lesson with continuity and change
- Test with stimulus based questions and short answer questions

Unit I

Period 1: 1491-1607

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: *American History*, Chapters 1–2

Unit II

Period 2: 1607-1754

Content

European colonization; American Indian resistance; economic and population patterns; formation of race and identity; and tensions with Britain.

Reading Assignments: *American History*, Chapters 3-4

Unit III

Period 3: 1754-1800

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: *American History*, Chapters 5-7

Unit IV

Period 4: 1800-1848

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: *American History*, Chapters 8-11

Unit V**Period 5: 1844-1877****Content**

Tensions over slavery; reform movements; imperialism; women and nonwhites; public education; Mexican War; public education; Civil War; and Reconstruction.

Reading Assignments: *American History*, Chapters 12-15

Unit VI**Period 6: 1865-1898****Content**

Reconstruction; U.S. imperialism, industrialization, immigration, urbanization; women’s movement; and working class culture and leisure.

Reading Assignments: *American History*, Chapters 16-20

Unit VII**Period 7: 1890-1945****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: *American History*, Chapters 21-26

Unit VIII**Period 8: 1945-1980****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: *American History*, Chapters 27-30

Unit IX**Period 9: 1980-present****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: *American History*, Chapters 31-32

Assessment/Practice Proficiency Levels	
4	Advanced Understanding of the Standard
3	Meets the Standard
2	Approaches the Standard
1	Does not Meet the Standard

Course Grade Scale	
A	89.5 - 100
B	79.5 – 89.4
C	69.5 – 79.4
D	59.5 – 69.4
F	0 – 59.4

Grade Reporting Criteria/Weights	
Historical Thinking Skills	40%
Writing	30%
Content	20%
Practice	10%
Grades are based on achievement of Content Standards and Grade Level Expectations. *Weekly progress grades are posted at https://ic.adams12.org/campus/portal/adams12.isp	

General Expectations

- Grades are based upon the demonstration of proficiency on units associated within specific grade reporting criteria.
- **Assessment: 90%** Assessments are a means to determine a student's mastery and understanding of information, skills, concepts, or processes.
- **Practice: 10%** Practice includes opportunities for students to receive clear, specific, and timely feedback as they are developing knowledge and skills, prior to Assessments.
- Assessments will be graded based on teacher/district/state rubrics.
 - Multiple opportunities will be offered on some assessments through the practice of looping content.
 - There will not be multiple opportunities on assessments that are considered mid-terms/finals.
 - Multiple opportunities does not mean endless opportunities.
 - Attendance policy will be followed in the administration of assessments.

Class Expectations

Missing or incomplete assignments/assessments for this course: Superintendent Policies 6280 Homework and 6281 Make-Up Work will be followed for this course. They state that it is the student's responsibility to request and obtain missing work. When a student has an excused absence, the student has the same number of days they were absent plus one day to make up assignments. Students who are unexcused may not be able to receive feedback from Practice prior to required Assessments. If you have an unexcused absence on the day of an assessment, you will not be given the opportunity to make the assessment up.

Late Work: Unexcused late work will be entered as an M (Missing). You may still turn in missing work for feedback, but your grade will not be changed.