**Advanced Placement (AP) United States History**

*1491 CE to present*

*Shippensburg Area Senior High School*

**Instructor**: Mr. Rhinehart **Room**: 13 **Phone**: 717-530-5559

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**School website**: <http://www.shipk12.org/>

**Teacher webpage and parental portal (http://www.shipk12.org/parents-and-students/)**: Assignment grades and assessments will be posted on Sunguard for parental and student review. Grades will be updated daily for routine assignments and within a few weeks for larger assessments.

**Textbook**: Kennedy, David M., Lizabeth Cohen, and Thomas A. Bailey. *The American Pageant: A History of
       the Republic*. *11th edition:*  Boston: McDougal Littell/Houghton Mifflin. 1998.

**Supplementary Texts and Readings:**

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

Chambers, John Whiteclay, and G. Kurt Piehler. *Major Problems in American Military History*. Boston: McGraw-Hill. 1999.

Schlosser, Eric. *Fast Food Nation*. Boston: Houghton-Mifflin. 2001.

Loewen, James. *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*. New York: Simon and Schuster. 2007.

Various Articles and Handouts (i.e. past DBQ’s, Review Materials, primary documents from time periods, secondary readings and interpretations)

**Course Description**: AP US History is a full year rigorous, college level course designed to explore United States history from 1491 (pre-Columbian) to the present. The course will emphasize and focus on the development of analytical and writing skills necessary for success at the collegiate level. This will be done, at least partly, through the critical evaluation of primary and secondary sources and analysis of historiographical arguments. The course will require significant amounts of reading and assignments completed outside of class time, as well as the ability to read a college level textbook and write in complete sentences and paragraphs. The course will emphasize all periods in US history, not giving overdue attention to any periods or themes. At the end of the course in May students will have the option to take the AP US History exam. Success on the exam (i.e. scoring a 3, 4 or 5) can lead to college credit, depending on the specific policies of the college they choose to attend. Course assessments in this class are closely aligned with the assessments on the AP Exam.

**Course Objectives/Goals**:

* To develop in students an understanding of how civilizations in various areas of the world have developed differently based on factors such as culture, geography and interactions with others.
* To develop in students an understanding of historiography and the process of creating and investigating historical arguments and claims.
* Students will be able to write a thesis based informative and persuasive essay that makes a historically defensible claim and supports it with historical facts.
* Students will be able to analyze a primary and secondary source for things such as point of view, tone and source, as well as apply those documents to the creation and support of historical arguments.
* Students will be able to think and analyze historical events and factors using a chronological perspective, interpreting, analyzing and evaluating the relationships between different historical causes and their effects.
* Students will be able to assess degrees of change and continuity over time and evaluate possible reasons for those changes and continuities.
* Students will be able to analyze different, often competing, models of historical interpretation or periodization and offer defensible evidence supporting them.
* Students will practice organizational and time management skills needed in a collegiate setting as they complete unit assignments and take notes in class.
* Students will be prepared to take the AP Exam in the spring and will have success if they choose to take it.

**Methods of Evaluation**: Students will be assessed daily on an informal basis using classroom activities such as bell ringer questions, video worksheets, group activities etc… Formal Assessments in the course are designed to mirror the assessments that are used both in collegiate level courses and on the AP US History exam offered in May of each school year. As such formal assessments will consist of:

* ***Multiple Choice Exams***: each unit will feature MC questions that focus on the topics from that unit and ask students to potentially analyze primary and or secondary sources
* ***Short answer Questions***: each unit will also feature short answer questions that ask students to either examine primary/secondary sources, or use historical skills to make a historical argument supported by specific details in response to an analytical question.
* ***Document Based Questions (DBQ)***: Students will be asked to analyze and evaluate evidence from a variety of sources (primary and secondary) in order to develop a coherent and well supported argument that contains a thesis statement. There will be multiple days spent during the course discussing the skills and strategies needed to effectively answer these types of questions.
* ***Long Essays***: Students will be asked to analyze, evaluate and interpret significant issues in World History over longer periods of time. These essays, like the DBQ, will require the development of sophisticated thesis statements and the use of specific evidence in support of an argument. They will be focused on a specific historical skill like assessing change and continuity over time, comparison, periodization etc….

Each unit will also be organized around a schedule/syllabus provided in advance to each student with noted readings, assignments and exam dates. Each unit will require substantial time commitments involving extensive out of class reading, writing and study. Class will be a combination of lecture, group work, discussion of homework and other topics, as well as workshops designed to improve writing and critical reasoning skills. Each Unit will also include a Historical Vocabulary test and key dates exam. Term lists and key dates will be distributed at the beginning of the unit. Terminology tests will include 20 terms – 10 from the new unit and 10 that are from past units, so each unit the list of terms will be assessed on a cumulative basis.

Students are expected to participate on a regular basis in class, as engagement of this type is essential to learning. This can include answering questions during notes, posing a question, participating in group activities, etc… 10% of a student’s final average will consist of a participation grade that will be calculated by using a participation scoring roster that is kept throughout the marking period.

Student grades and final averages will be calculated using the district wide grading scale:

|  |  |
| --- | --- |
| 95-100  | A  |
| 92-94  | A-  |
| 89-91  | B+  |
| 86-88  | B  |
| 83-85  | B-  |
| 80-82  | C+  |
| 77-79  | C  |
| 74-76  | C-  |
| 71-73  | D+  |
| 68-70  | D  |
| 65-67  | D-  |
| 64 and below  | F  |

AP US History is a level 1 weighted course as far as GPA is concerned and your nine week grade in the course will be converted by a factor of 1.15 for GPA purposes. Therefore, an A in the course would be worth 4.6 quality points (instead of 4.0 in a regular course) for GPA calculations.

**Classroom Policies:**

* Late homework: Late work will be accepted but will result in a loss of points. Late homework assignments and assessments will be docked one letter grade per day late.
* Makeup work: If you are absent it is your responsibility to obtain assignments and materials that you missed while absent. DO NOT ask the instructor in the middle of class for missed work – ask before or after class for missed materials.

-- For assignments per school policy you have ONE day for each day of excused absence to make up work missed.

-- For exams per school policy you have ONE day for each day of excused absence to make up the exam/quiz. Exams/quizzes can be made up in flex, study hall or after school. Students will have the same amount of time allotted in class for the exam/quiz.

* Students should be in their seat and have the appropriate materials out and ready when the bell rings. Class will start promptly, as we have a great deal of material to cover.
* Cell phones/electronic devices should be put away and not visible during class at any point. Failure to follow this policy will result in the device being turned into the office & appropriate disciplinary consequences. ***Warnings may not be given***.
* Students should remain seated until the dismissal bell has sounded – do not line up at the door.
* Students should be working on US history during US history class – do not work on materials for other classes during this class. Other work may be confiscated and returned at the end of the day.
* Students should refrain from using profane or offensive language in class – failure to follow this policy will result in swift disciplinary action.
* Students should show respect and courtesy to other students in class. This includes, but is not limited to, not speaking while others are speaking in class. Failure to follow this policy will result in disciplinary actions.

**Classroom Management Plan:** The classroom environment will be a safe educational environment where mutual respect, honesty and sensitivity will be fostered. In order to have meaningful and productive discussions, as well as to cover course materials in a timely fashion, these elements are essential. In order to ensure this occurs the following expectations will be agreed to by both parties within the classroom . . .

 *Instructor Responsibilities*:

* To treat all students with respect and care as an individual and a learner
* To provide an orderly and safe classroom environment
* To provide necessary materials in a timely manner
* To provide feedback and motivation as part of the learning process

Student Responsibilities

* To treat the instructor, as well as other students with respect and care as individuals
* To attend class regularly and put forth maximum effort
* To follow classroom rules and procedures
* To be prepared for class
* To communicate with the instructor if help is needed or concerns arise

If students do not comply with classroom policies or the management plan disciplinary consequences will follow. The following is a general outline of how consequences will escalate . . .

 1st Offense: Verbal warning or proximity cues

 2nd Offense: Loss of classroom participation points

3rd offense: Consequences may include student removal from class (hall or office), additional loss of points, teacher assigned detention, conference with parent

4th or severe offenses: Office referral and parent communication

**Suggested supplies:**

* Students should have a three ring binder to keep assignments organized during the year. Students will probably need multiple binders throughout the year, as many handouts and assignments will be distributed (we do not have a primary source reader, so copied readings will be distributed). IT IS STRONGLY RECOMMENDED that students have tabs to organize their binder
* Lined notebook paper
* Highlighters (for notes in class, as well as readings)
* Cover on the textbook
* Pencils/blue or black pens
* Review books and materials as appropriate (for the AP exam at the end of the year)
* Internet access

**Course Activities/Topics:**

Major Course Themes:The following themes are discussed throughout the course and are targeted in terms of unit essays, Document Based Questions (DBQ’s), outside readings and class discussions.

* *American identity and identities throughout US History*

-- Impact of Manifest Destiny, American Exceptionalism & Cold War on American Identity

-- Changing Gender and Ethnic identities

* *Work, Exchange and Technology*

-- 2nd Industrial revolution and market economies in America

-- Labor systems (i.e. indentured servitude, slavery, union labor)

-- Role of Federal Government in economy

* *Peopling*

-- Migration, Immigration

* *Politics and Power*

***--*** American political party systems

-- Impact of Progressive Movement, New Deal, Great Society, Square deal on government policy and involvement in public life

-- Civil Rights, Women’s and other social movements impact on public policies

* *America in the World*

-- America’s involvement in global conflicts (i.e. Cold War, WWI & WWII)

-- America’s connection to global markets economically

-- American Expansionism/Imperialism

* *Environment and Geography*

***--*** Environment’s impact on settlement and life (i.e. Columbian exchange; economic production; regional identities)

-- Search for resources impact on US policies (i.e. expansionism)

* *Ideas, Beliefs and Culture*

-- Processes and ideas that have led to cultural and ideological change (i.e. conflict, diffusion, synthesis)

***Unit I: Peopling of the United States (1492 –1607)***

* *Key Concepts*

-- Key Concept 1.1: Native Population settlement patterns prior to European arrival

-- Key Concept 1.2: Columbian Exchange

-- Key Concept 1.3: First Contact between Indians, Africans & Europeans

* *Time Period*: 1 week

***Unit II: European & Native battle for Dominance (1607–1754)***

* *Key Concepts*

-- Key Concept 2.1: Patterns of European Colonization

-- Key Concept 2.2: Patterns of conflict between Europeans and Natives

-- Key Concept 2.3: Impact of Atlantic World exchanges on colonial societies

* *Time Period*: 3 weeks

***Unit III: The American Revolution &New Republic (1754–1800)***

* *Key Concepts*

-- Key Concept 3.1: Road to Revolution and American Revolution

-- Key Concept 3.2: Establishment of Democratic Republic in the US

-- Key Concept 3.3: US multiethnic and multiracial identity is formed

* *Time Period*: 3 ½ weeks

***Unit IV: Jeffersonian/Jacksonian Democracy and Manifest Destiny (1800–1848)***

* *Key Concepts*

-- Key Concept 4.1: Development and expansion of American political and social culture

-- Key Concept 4.2: Advances in technology, agriculture and commerce and its effects on settlement, regional identity, gender and family and politics

-- Key Concept 4.3: Manifest Destiny and US Foreign policy

* *Time Period:* 4 weeks

***Unit V: The Civil War and Reconstruction (1844 to 1877)***

* *Key Concepts*

-- Key Concept 5.1: Manifest Destiny and its impacts

-- Key Concept 5.2: Civil War

-- Key Concept 5.3: Reconstruction

* *Time Period*: 4 weeks

***Unit VI: The Industrial Revolution, Western Migration and the Gilded Age (1865 to 1898)***

* *Key Concepts*

-- Key Concept 6.1: The Industrial Revolution and its impacts

-- Key Concept 6.2: Western migration and Immigration

-- Key Concept 6.3: Gilded Age political and social developments

* *Time Period*: 3 ½ weeks

***Unit VII: The Progressive Era, Roaring Twenties, Great Depression and World War II (1890 to 1945)***

* *Key Concepts*

-- Key Concept 7.1: Socio-economic transformation of US society and efforts at reform

-- Key Concept 7.2: Revolutions in communication and transportation lead to mass culture and increased conflicts

-- Key Concept 7.3: World Wars I & II and rise of US as a major world power

* *Time Period:* 5 weeks

***Unit VIII: The Cold War – The 50’, 60s and 70’s (1945 to 1980)***

* *Key Concepts*

-- Key Concept 8.1: Cold War and its domestic & international consequences

-- Key Concept 8.2: Rise of Liberalism and the socio-cultural response

-- Key Concept 8.3: Postwar Economic, Demographic and Technological changes

* *Time Period:* 4 weeks

***Unit IX: Neo Conservatism & the Modern Age (1980 to Present)***

* *Key Concepts*

-- Key Concept 9.1: Rise of Neo-Conservative movement

-- Key Concept 9.2: End of Cold War and new US foreign policy

-- Key Concept 9.3: Social, Economic and demographic changes & challenges

* *Time Period:* 1 week

**AP US History**

I have read and understand this syllabus and recognize that it represents a contract between the instructor and pupil.

Student Name (printed): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Parent/Guardian Name (printed): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_