

AP United States History Syllabus 2016-2017

(Periods 1, 4, & 6)

“History is not something that is simply brought out of the archives, dusted off, and displayed as ‘the way things really were.’ It is a painstaking construction, held together only with the help of assumptions, hypotheses, and inferences.”

~James West Davidson & Mark Hamilton Lytle, After The Fact: The Art of Historical Detection

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Office Hours: Monday & Thursday 8:30 – 9:30AM; Tuesday & Wednesday 4:05 – 5:00PM;
Tuesday – Thursday Enrichment A

Course Description: Advanced Placement United States History is a college level, chronological and thematic survey course in United States History covering the time period from Colonial America (1491) to the present. The Advanced Placement program in United States History is designed to provide students with the analytic skill and factual knowledge to deal critically with the problems and issues in United States History. The course prepares students for intermediate and advanced college courses by making demands equivalent to those made by full year introductory college courses. Students will learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance, and to weigh the evidence and interpretations presented in historical scholarship. Throughout the course students will be provided with the opportunity for instruction in the learning objectives in each of the seven themes as described in the AP U.S. History curriculum framework. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical and analytical thinking skills, essay writing, and on interpretation of primary and secondary sources.

Course Objectives: By the end of this course, students will:

1. *Acquire fundamental and advanced knowledge of United States political, social, economic, constitutional, cultural, diplomatic, and intellectual history;*
2. *Develop mastery of four historical thinking skills:*
 - a. *Chronological Reasoning,*
 - b. *Comparison and Contextualization,*
 - c. *Crafting Historical Arguments from Historical Evidence, and*
 - d. *Historical Interpretation and Synthesis;*

3. *Develop the ability to think and reason analytically as demonstrated through argumentative and persuasive essay, and expository writing of document based and free response essay questions, short answer responses, as well as article and book reviews;*
4. *Demonstrate mastery of the content and their ability to synthesize historical material through stimulus-based multiple-choice questions;*
5. *The ability to examine primary documents and sources through the eyes of the historian, artist, and writer, in particular focusing on the four AP course thematic learning objectives:*
 - a. *American and National Identity*
 - b. *Migration and Settlement*
 - c. *Politics and Power*
 - d. *Work, Exchange, and Technology*
 - e. *America and the World*
 - f. *Geography and the Environment*
 - g. *Culture and Society*

Organization: Unit calendars are provided at the beginning of each unit and through Google Calendar. Reading assignments from the text are outlined, along with supplemental readings and exam dates. Students are responsible for keeping up with readings and take short quizzes over textbook material. Instruction is through a combination of lecture, small group analysis, cooperative learning activities, readings, writing workshops, Socratic seminars, and film/video study. All materials require students to reflect through a formative assessment in their AP US History notebook (GoodNotes), often with a prompt that highlights a particular historical thinking skill. Summative assessment for each unit is through an AP-style multiple choice exam with text-based prompts at the end of each unit, immediately followed by an essay and/or Document Based Question (DBQ) and short answer. There will be a thorough review and practice for the AP U.S. History Exam as a course “final” in April, followed by at least 2 more weeks of review prior to the AP exam in May.

Study Groups: To help complete the reading notes, practice for the test, and review the material, you are expected to be part of a Study Group. This group must consist of students in AP US History, but does not have to be students from your class. Your groups should meet at least once a week and should be about 3-5 students. Once you have your group, give the names of the people in your group to Mr. Olson.

At your first meeting, exchange email addresses and phone numbers, set specific norms and goals, plan regular meeting dates and times, share each member’s interests in the topic, and plan what you will accomplish at the next meeting.

Materials: Required materials for this course include the textbook, writing notebook (iPad), binder/folder with paper, writing utensils, highlighter, and a positive attitude toward success. You will also need either *A Patriot's History of the United States* OR *A People's History of the United States* (see below).

Primary Readings:

Henretta, Hinderaker, Edwards, Self. *America's History*, Eighth Edition. (Boston: Bedford/St. Martin's, 2014).

Gonick. *The Cartoon History of the United States*. New York: Harper Collins, 1991.

Schweikart & Allen. *A Patriot's History of the United States: From Columbus's Great Discovery to the War on Terror*. New York: Sentinel, 2007.

Zinn. *A People's History of the United States: 1492-Present*. New York: Harper Collins, 2003.

Evaluation of Student Achievement: I grade to let you know: **(1)** how well they know specific content; and **(2)** how well they have performed on learning goals/standards throughout the semester/year. Any grade given to a student is a teacher judgment based on a variety of different sorts of evidence.

Assignments will fall into one of three categories, each contributing to a percentage of the student's overall grade:

1. Traditional Assessments – 40% (i.e. tests, quizzes, etc.)
2. Written Assignments – 30% (long-essays, short-essays, DBQs, book reviews, etc.)
3. Social Studies Portfolio – 30% (end of quarter demonstrations of learning)

The various aspects of traditional assessments (multiple choice, long-essay questions, short-answer questions, and DBQs) will be worth varying point values. Written assignments will be graded based on the AP grading criteria for long-essay questions, short-answer questions, and document based questions. The portfolio will be assessed at the of each quarter based on completion and organization.

I use a four-point grading scale to determine the overall letter grade (i.e. A, B, C, etc.) for each semester. The breakdown of grades and percentages is as follows:

<u>Grade</u>	<u>Percent Range</u>
A	100.0 - 92.51%
A -	92.50 - 85.91%
B +	85.90 - 77.51%
B	77.50 - 70.01%
B -	70.00 - 62.51%

<u>Grade</u>	<u>Percent Range</u>
C +	62.50 - 55.01%
C	55.00 - 47.51%
C -	47.50 - 40.01%
D +	40.00 - 32.51%
D	32.50 - 25.00%
F	24.99 - 0.00%

This grading scale is the standard for the building and is used by many of the high school and middle school teachers at VSAA.

- **Extra credit is not an option**, BUT students are encouraged to reattempt a **summative** project or assessment for a new grade. Unacceptable or potentially failing work may be resubmitted by the end of the particular quarter in which it was assigned.
 - **First Quarter:** August 31 through November 4, 2016
 - **Second Quarter:** November 7, 2016 through January 27, 2017
 - **Third Quarter:** January 31 through March 11, 2017
 - **Fourth Quarter:** March 12 through June 16, 2017
- **Late work:** Late work will not be given full credit; however, it will be accepted only through the end of the particular quarter in which it was assigned. (See above)
 - **If you know you will not be able to complete an assignment on time, speak with the teacher in advance, not the day it is due! Together we will work out a plan.** Homework is due promptly at the beginning of class.
- **Plagiarism:** Copying verbatim with or without acknowledgements, falsifying information, and inappropriate paraphrasing are intellectual stealing. I want to hear *your* ideas, not somebody else's. For the first offense, you will receive a written referral, and you will have to redo the assignment under my strict supervision. For repeated plagiarism, you will receive a written referral and a zero on the assignment.

Attendance and Participation: **All students need to be in class and on time every day.** If a student has a parent-excused absence, **s/he are responsible** for gathering information about class assignments and make up the work to be done within the number of days absent (i.e. if you were gone one day, you have two days to make up the work). Students should come prepared to read (whether it's electronic or in print), write (a FULLY CHARGED iPad, paper, pens/pencils, etc.) and review (have the previous day's homework). Students should use the planner wisely to keep track of assignments and due dates.

We are a community of learners, helping each other, but also striving to be independent thinkers. Students must involve themselves fully in every activity so they will learn and have a little fun. Participation includes inquiring, discussing, creating, listening, reflecting, and connecting. Students will work closely and respectfully with a variety of groups of others. Study, plan, and learn together!

Review Sessions: Throughout the year, I will be offering three-hour study sessions on Saturdays, usually right before one of the unit tests. These sessions are not mandatory, but I encourage all who are able to attend. Specific dates and times will be posted as we go along.

AP Exam: An expectation of this course is that you will take the AP US History Exam. You DO NOT have to pass the test, and your score WILL NOT be calculated into your final grade. Taking the exam will excuse you from taking the final which will take place over two days in May and be in the same format and timeframe as the exam. However, the final WILL count toward your final grade. The exam consists of the following sections:

Section	Part	Type	Questions	Time	Score
1	A	Multiple Choice	55	55 minutes	40%
	B	Short Answer	4	50 minutes	20%
2	A	Document Based	1	55 minutes	25%
	B	Long Answer	1	35 minutes	15%

Course Outline/Units of Study

Below is a rough outline of the time periods we will cover, as well as the length of each unit. The goal is to complete our study of history by Spring Break, so we can review in April before the exam in May. Please keep in mind that this class is a marathon, not a sprint, and once the ball starts rolling, we can't slow down or go back. Our final unit in May and June will consist of a Core-like experience resulting in a research paper or an artistic response to the topic. All projects or papers will be presented to the class.

Unit I – Period 1: 1491-1607

Focus: On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.

5% of the material present on the AP exam

Timeline: 2 Weeks (September)

Unit II – Period 2: 1607-1754

Focus: Europeans and American Indians maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and native societies emerged.

10% of the material present on the AP exam

Timeline: 2 Weeks (September)

Unit III – Period 3: 1754-1800

Focus: British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation's social, political, and economic identity.

12% of the material present on the AP exam

Timeline: 4 Weeks (October)

Unit IV – Period 4: 1800-1848

Focus: The new Republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes.

10% of the material present on the AP exam

Timeline: 4 Weeks (November)

Unit V – Period 5: 1844-1877

Focus: As the nation expanded and its population grew, regional tensions, especially over slavery, led to a civil war—the course and aftermath of which transformed American society.

13% of the material present on the AP exam

Timeline: 4 Weeks (December)

Unit VI – Period 6: 1865-1898

Focus: The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.

13% of the material present on the AP exam

Timeline: 4 Weeks (January)

Unit VII – Period 7: 1890-1945

Focus: An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role.

17% of the material present on the AP exam

Timeline: 5 Weeks (February)

Unit VIII – Period 8: 1945-1980

Focus: After World War II, the United States grappled with prosperity and unfamiliar international responsibilities while struggling to live up to its ideals.

15% of the material present on the AP exam

Timeline: 3 Weeks (March)

Unit IX – Period 9: 1980-Present

Focus: The United States transitioned to a new century filled with challenges and possibilities. It experienced renewed ideological and cultural debates, sought to refine its foreign policy and adapted to economic globalization and revolutionary changes in science and technology.

5% of the material present on the AP exam

Timeline: 2 Weeks (March)

Review – Periods & Themes

Focus: During the weeks prior to the AP exam, we will be reviewing the nine periods of history as well as the seven thematic learning objectives. This will culminate in a mock-AP United States History exam on a Saturday.

Timeline: 4 Weeks (April)

Unit X – Personal History

Focus: Begin by researching how a topic of your choice has been influenced or affected by the history of the United States. Then, write a paper or create a project based on your research.

Finally, you will present the paper or the project to the class.

Timeline: 6 Weeks (May & June)