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AP UNITED STATES HISTORY

COURSE OUTCOME:

- **Course Description**
 - Advanced Placement U.S. History is a college-level introductory course which examines the nations' political, diplomatic, intellectual, cultural, social, and economic history from 1491 to the present. A variety of instructional approaches are employed and a college level textbook is supplemented by primary and secondary sources.

 - **I will be working with the students to ensure maximum academic achievement, and I encourage all parents to check Canvas with their students to make sure they are completing their assignments.**
 - [Hyperlink to CollegeBoard Exam/Course Description \(Links to an external site.\)](#)

INSTRUCTION:

- **Topics/Competencies/Skills Covered**
 - Student Learning Goals
 - Students will develop a respect for their rights and the rights of others
 - Students will develop the knowledge, skills, and attitudes that will foster responsible, global citizenship
 - Students will develop the skills necessary to adapt to an ever-changing society
 - Students will understand how society establishes governing institutions and distributes power and authority
 - Students will study, analyze, and interpret data in order to develop a historical perspective to assist in making informed choices and decisions for the present and the future.
 - Students will develop global and multicultural perspectives

- **General Pacing and Reading Guide: There will be reading quizzes throughout Units as well as a Unit Test after each Unit.**
 - **Unit 1: 1491-1607- The Enduring Vision, Chapters 1-2**

- **2 Days**
Content: Geography and environment; Native American diversity in the Americas; Spain in the Americas; conflict and exchange; English, French, and Dutch settlements; and the Atlantic economy.

- **Unit 2: 1607-1754- The Enduring Vision, Chapters 3-5.5**

- 3 Days
- Content: Growing trade; unfree labor; political differences across the colonies; conflict with Native Americans; immigration; early cities; role of women, education, religion and culture; and growing tensions with the British.

Test

- **Unit 3: 1754-1800- The Enduring Vision, Chapters 5.5-7**

- 8 Days
- Content: Colonial society before the war for independence; colonial rivalries; the Seven Years War; pirates and other democrats; role of women before, during, and after 1776; Articles and a Constitution; and early political rights and exclusions.

Test

- **Unit 4: 1800-1848- The Enduring Vision, Chapters 8-11**

- 9-10 Days
- 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; and Territorial expansion and Mexican War.

Test

- **Unit 5: 1844-1877- The Enduring Vision, Chapters 11-16**

- 11 Days
- Content: Tensions over slavery; reform movements; politics and the economy; cultural trends; Transcendentalism and Utopianism; 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.

Test

- **Unit 6: 1865-1900- The Enduring Vision, Chapters 17-20**

- 8-9 Days
- Content: The rights of freedmen and women; Reconstruction; freedmen's bureau, and the 1877 Railroad strike; rise of labor unions and the Populist Party; general themes of industrialization, urbanization, immigration, and imperialism; and Indian wars, the Spanish American War, and conquests in the Pacific.

Test

- **Unit 7: 1890-1945- The Enduring Vision, Chapters 21-25**
- Content: The formation of the Industrial Workers of the World and the AFL; industrialization and technology, mass production and mass consumerism, and radio and movies; Harlem Renaissance; Native American culture and boarding schools; political parties and the transition from classical liberalism to New Deal liberalism with the capitalist crisis of the 1930s; and WW II, demographic shifts, the role of women and nonwhites, and battles for economic rights.

- **Unit 8: 1945-1989- The Enduring Vision, Chapters 26-30.5**
- Content: The atomic age; the affluent society and suburbs; discrimination, the Other America, and the African American Civil Rights movement; Vietnam and U.S. imperial policies in Latin America and Africa; the Beats and the student, counterculture, antiwar, women's, Chicano, American Indian, and gay and lesbian movements; summer riots and the occupation of Alcatraz; LBJ's Great Society and the rise of the New Right; Ronald Reagan and the rise of poverty; and the Cold War and U.S. role in the world.

- **Unit 9: 1980-present- The Enduring Vision, Chapters 30-32**
- 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?

- **Materials Needed For Class**
 - Required: Even though we are a 1-to-1 school and heavily rely on our Chromebooks during class, Students **WILL** often be **REQUIRED** to **HANDWRITE** in class. The AP EXAM requires handwriting, and we will practice timed handwritten DBQ's, Short Answer Response, and Long Essays. Please be prepared with loose-leaf paper, 2 inch 3-ring binder notebook (U.S. history portfolio), pen (blue or black ink only), and pencils are required daily. Students should also have AT LEAST 1 spiral bound notebook. It is also highly recommended that students provide their own coloring utensils for various projects.
 - Requested: facial tissue and hand sanitizer

- **Resource**

- *School-based:*
 - Supplemental texts, technology, film clips/audiovisuals (ratings), novels, etc.
 - Textbook: Houghton Mifflin, *The Enduring Vision: A History of the American People*
- *Outside:* film clips (ratings), novels, speakers, etc.
 - *All DVDs and audio recordings used, in whole or in part, as a component of this course is pursuant to the "Lenoir City Schools Guidelines for the Use of Audiovisual Works" and to the federal copyright law, as applicable. Other video, DVD and audio recordings may be added to this list as the school year progresses. Students will be notified of movies being watched in class previous to the viewing day.*
- **Alternatives for material deemed objectionable by parent/student.**
 - If you do not approve of a specific resource listed in this syllabus, please make your request to me in writing and an alternative assignment and/or materials will be provided. The request must include your name, the student's name, the specific activity/materials in which you do not want your student to participate or to which you do not want them exposed, and the nature of your objection.

ASSESSMENT:

- **Expectations/Skills/Competencies**
 - All skills will be appropriately assessed in the classroom. Therefore, it is critical that students remain accountable for completing all assignments on time and maximum effort.
 - Students will apply knowledge, skills, and values to create a world outlook where civic action is a major component.
 - Using multiple perspectives students will acquire information and manipulate data, therefore, by constructing new knowledge.
 - Cross-curricular learning will encourage ACT readiness in reading and writing.
 - Students will be challenged and expected to communicate their opinions verbally and digitally during classroom discussions.
- **Grading Policy/Rubrics**
 - 75% of total grade based on homework assignments, in class assignments, daily quizzes, period tests, and performance based activities.
 - 25% of total grade - End of course exam
- **Explanation of Assignments & Projects**
 - Expectations
- **Reading Assignments:** Students are expected to complete all work on the day it is due. Because this is a fast paced class and covers a wide range of material, it is **CRITICAL** to keep up with daily reading assignments. Students who have failed in the past did not keep up with their daily reading assignments. Warning: if you do not keep up with your

daily reading assignments you will be in DANGER of falling behind and receiving a failing grade.

- ID's: This is NOT a definition assignment. Students will be required to write Who/What/When/Where/ and Why a specific term is significant.
- DBQ's (Data Based Questions)
- Short Answer Response
- Long Essay Questions
- Multiple Choice Questions
- Participation: Students will be challenged to communicate their ideas and opinions in class through variety of verbal and non-verbal assignments.
- **Due Dates**
 - This is a College Course... assignments are due on the designated due date.
- **Make-Up Work Policy/Late Work Policy**
 - if a student is absent, he or she is responsible for contacting the teacher about the in-class assignments and will be expected to have read the designated section and taken notes on it. If there is an assignment that is due when the student is absent, he or she will be required to turn it in before the due date or digitally on the due date.
 - If a test is missed, the student is expected to take the test either before or after school during a make-up session, not during class.
 - Upon return from an absence, see the teacher to schedule the quiz/test makeup session.
 - **LATE WORK - There will be a letter grade deduction after each day that an assignment is late.**
- **Grade Post Policy – Teacher Commitment to Post Grades on Gradebook/Canvas at least once per week.**
 - One way in which I am able to communicate with the student and parent is through Gradebook/Canvas. In order to give timely feedback, I will try to update grades at least once per week.

GENERAL EXPECTATIONS:

- **Students:**
 - **Attendance Policy**
 - Every student is expected to be in the classroom ready for class to begin at the assigned time.
 - The Lenoir City Schools Tardiness Policy will be enforced.
 - **Classroom Policy/Procedures**
 - All students are to be respectful of others and their opinions.
 - Student participation is encouraged and expected.
 - **Chromebook Policy**
 - This is a college course, which will require college level maturity.
 - Students who continue to use the Lenoir City School's Chromebook for personal entertainment rather than school will have the Chromebook confiscated for as long as the teacher deems necessary. Depending on

the situation, the teacher has the right to report the Chromebook to administration in order for it to be searched for digital contraband.

- **Honor Code**
 - Each student is responsible for submitting his or her own work, whether working individually or in groups.
- **Teacher:**
 - Communication Strategy:
 - Please contact me through my email at gtaft@lenoircityschools.net
 - Intervention Strategy – tutoring, extra help, etc.
 - If extra help is needed, the student should seek immediate assistance or the teacher will discuss arrangements with the student.

PLAGIARISM

According to Harbrace Handbook, 15th edition:

“Plagiarism is defined as presenting someone else’s ideas, research, or opinion as your own without proper documentation, even if it has been rephrased. It includes, but is not limited to the following:

1. Copying verbatim all or part of another’s written work;
2. Using phrases, figures, or illustrations without citing the source;
3. Paraphrasing ideas, conclusions, or research without citing the source;
4. Using all or part of a literary plot, poem, or film without attributing the work to its creator.”

CONSEQUENCES OF PLAGIARISM

Plagiarism is a form of stealing and academic fraud. Students who are found guilty of plagiarism will have the option of either redoing the assignment within a specified time period and accepting a grade letter drop or taking a zero on the assignment. Parents should be involved in making the decision.