AP US HISTORY B
Syllabus

## INSTRUCTOR INFORMATION
Please go to your course and access the 'Course Home' for detailed instructor information.

## CONTACT INFORMATION
Please feel free to contact me if you have any questions regarding your assignments or course content. Course facilitators respond to emails within 24 hours on weekdays and 48 hours on weekends. If you don't receive a response within that time frame, please reach out again just in case I did not get your message.

## COURSE REQUIREMENTS
All learners must have computer and internet access. Participants in online classes must be comfortable with the basic functions of word-processing software, including GOOGLE DOCS.

## COURSE DESCRIPTION
In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present.

Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change.

The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places (See below for more information)

## COURSE GOALS

1. Learn and work with extensive factual material.
2. Develop the ability to use practical knowledge of US history in discussions, argument, and writing.
3. Participate in critical thinking activities.
4. Interpret primary and secondary documents, charts and graphs, pictures and maps. 5. Demonstrate understanding of the political, social and cultural history of the US. 6. Analyze new information, time frames and historical trends in social structure, gender, religion, and economics
7. Evaluate how these themes are interconnected and how each contributed to shaping our cultural legacy.

## STANDARDS MET

This course meets the following California state standards. Specific standards met for each assignment are listed with the assignment in the course itself.

## REQUIRED TEXTS

All reading materials are available online, but will also be provided as links through the course website.

Other selected readings for nonfiction available within the course.

## COURSE OUTLINE

Throughout the blocks, students will be the showcasing and exercising the following skills:

- Evaluate with supporting evidence
- Recall/describe and explain assumptions
- Interpret a plan of attack
- Recognize trends over time
- Classify essential results of compromise, solutions, policies
- Construct meaningful arguments from conflicting sides
- Defend and justify arguments
- Evaluate and critique government or historical policy

Below is a summary of the topics of study covered in this course.

Periods and Topic of Study
Block 1: Closing of the American West Block 2: American Industrial Revolution Block 3: Impact of Industrialization Block 4: Gilded Age and the Growth of cities Block 5: American Imperialism Block 6: Populism and Progressivism Block 7: WW1

Block 8: The 1920s
Block 9: Great Depression
Block 10: WWII
Block 11: The Cold War 1945–1980
Block 12: Economy and Culture after 1945 Block 13: Vietnam and the Great Society Block 14: Civil Rights
Block 15: 1980s
Block 16: Turn of the Century

| Themes: | 1. American and National Identity: This theme focuses on how and |
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| | why definitions of American and national identity and values have developed among the diverse and changing population of North America as well as on related topics, such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism. |
| | 2. Work, Exchange, and Technology: This theme focuses on the factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government. |
| | 3. Geography and the Environment: This theme focuses on the role of geography and both the natural and human-made environments in the social and political developments in what would become the United States |
| | 4. Migration and settlement: This theme focuses on why and how the various people who moved to and within the United States both adapted to and transformed their new social and physical environments. |
| | 5. Politics and Power: This theme focuses on how different social and political groups have influenced society and government in the United States as well as how political beliefs and institutions have changed over time.<br><br>6. America in the World: This theme focuses on the interactions between nations that affected North American history in the colonial period and on the influence of the United States on world affairs. |
| | 7. American and Regional Culture: This theme focuses on the how and why national, regional, and group cultures developed and changed as well as how culture has shaped government policy and the economy |
| | 8. Social Structures: This theme focuses on how and why systems of social organization develop and change as well as the impact that these systems have on the broader society. |

## RESOURCES/MATERIALS USED IN THIS COURSE

All reading materials are available online, but will also be provided as links through

the course website. Other selected readings for nonfiction available within the course.

## METHODS OF INSTRUCTION

This is an online course, and while there is flexibility in how and when you do assignments, it is

best to log in and complete work each day according to the posted pacing schedule. Each BLOCK in a course is worth about 1 week of work during the regular semester. You can find our suggested pacing guide at ileadonline.org under 'CALENDARS'. It is highly recommended that learners follow the pacing schedule posted. Please be sure to check in with your teacher of record (coach/EF/Guide/ES) for guidance with scheduling. This course uses project based learning to encourage an authentic, developed appreciation of the topics covered. That means that while it may include quizzes and some traditional assessments, the bulk of the coursework focuses on projects that require learners to display their learning in a thorough and creative manner. If you are struggling to complete your work or you need some assistance with an alternate schedule or workload, please contact me as soon as possible. I am more than happy to help support your success in the class!

## LEARNER EXPECTATIONS

The learner is expected to participate in the course via e-mail, discussion boards (or other communication) with the facilitator, by reading the assigned readings, submitting assignments and completing and submitting original work.

Learners are expected to check their course and email account every day and complete work on time as assigned with designated dates and time.

Learners are expected to communicate with their instructor and eachother in a respectful manner. Please follow the guidelines below:

1. **Make sure identification is clear in all communications**. If you are emailing or messaging your instructor or eachother, please be sure they know who you are and what class you're in. That really helps with clear communication.
2. **Review what you wrote and try to interpret it objectively.** When we speak face to face and are misunderstood, we have an on-the-spot opportunity to rephrase our words. In writing, we must strive twice as hard to be understood, as we do not have the benefit of modifying or elaborating in real time. All caps ("I'M SHOUTING") and exclamation points ("Give me a break!!!") can be misinterpreted as intense anger or humor without the appropriate context.
3. **If you wouldn't say it face to face, don't say it online.** When you're working online, you're safe behind a screen, but that's no excuse to be ill-mannered or say things you would never say in public.
4. **Use emoticons when appropriate.** In casual chat room settings, emoticons can help convey feelings that may otherwise get lost in translation, including humor, exasperation, exhaustion and even confusion. These aren't the best choice for formal assignments or projects though.
5. **Respect others' voices and be kind.** We all come from different backgrounds and have

our own stories. Assume the best of each other and always be kind in your communication.

6. **Remember, if it's on the internet, it's everywhere.** Don't share personal information about yourself in a public online forum, especially something that could put your safety or security at risk.

7. **Practice Patience:** All your facilitators are doing their best to grade work in a timely manner. We also want to give you meaningful feedback, which takes some time. If you feel like there has been an error or an assignment was missed, please reach out with your name and class and we will do our best to sort it out.

(UTEP Connect)

## GRADING

Each assignment is given a specific number of points. The number of points earned by the student is determined and a percentage is calculated. The raw score is recorded in the grade book.

An overall grade in the course will be determined according to your school's grading scale.

## SUBMITTING ASSIGNMENTS

All work must be submitted to Brightspace, our learning management system. This is very important for record keeping and compliance. You have access to directions on how to do this in the 'Course Resources' folder of this class and in your Orientation class. If you need any help submitting work please reach out to your instructor and we will make time to ensure that you're able to turn in work to Brightspace.

## HONESTY AND PLAGIARISM

Academic Integrity is essential to authentic learning. We want you to get the most out of your courses, and a BIG part of that is learning how to:
- Come up with your own ideas
- Use technology (like AI and other Online resources) to inform your original ideas
- Research in ways that help you develop your thoughts
- Give credit where credit is due
- Explore and use tools (like AI, citation generators, etc.) that help you grow as a person and a learner

Please review THIS RESOURCE for more information on plagiarism and this guide for choosing, using and citing resources.

Our goal is to support you so that you can learn in a meaningful, authentic way. Any plagiarized work (this includes work generated solely by AI) will be given a zero and referred to your EF/COACH/GUIDE for review. From there we will work with you to support you as best we can.

## PRIVACY POLICY

All work submitted is the property of the author and is not available to anyone not in the class. If work is to be submitted or viewed outside of this website, I will obtain permission from the author. FERPA Info