

AP US History Syllabus
Grade Level: 11th

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This Advanced Placement course is designed to provide a college-level experience and preparation for the AP Exam in May 2027. An emphasis is placed on interpreting documents, mastering a significant body of factual information, and writing critical essays.

This course will emphasize a series of key themes throughout the year. These themes have been determined by the College Board as essential to a comprehensive study of United States history. The themes will include political institutions, behavior, public policy, social and economic change, diplomacy and international relations, and cultural and intellectual developments. The course will trace these themes throughout the year, emphasizing the ways in which they are interconnected and examining the ways in which each helps to shape the changes over time that are so important to understanding United States history.

In addition to the above themes this course will focus on a series of important topics in United States History.

Topics include:

- Pre-Columbian America and European exploration
- Life and thought in colonial America
- Revolutionary ideology,
- Constitutional development
- Jeffersonian and Jacksonian democracy
- Nineteenth-century reform movements
- Manifest Destiny
- The Civil War and Reconstruction
- Immigration
- Industrialism
- Populism, Progressivism
- World War I
- The 1920s
- The Great Depression, the New Deal
- World War II
- The Cold War
- Postwar changes in America
- Cultural changes in the 1960s and 1970s
- Conservative backlash in 1980s and 1990s
- The United States at the beginning of the twenty-first century.

This course will be conducted in a lecture/discussion format. Students will be frequently responsible for presenting independently gathered information and opinions in class. Students will also be responsible for outside reading and document analysis in preparation for in-class content discussion and DBQ work. This course will fulfill the United States history graduation requirement.

Course Bibliography:

Kennedy, David M., Lizabeth Cohen, and Thomas Bailey. *The American Pageant*. 17th ed. Boston, Mass.: Houghton Mifflin Co., 2015.

Kennedy, David M., Lizabeth Cohen, and Thomas Bailey. *The American Spirit Vol. 1 to 1877*. 11th ed. New York, New York: Houghton Mifflin Co., 2006.

Kennedy, David M., Lizabeth Cohen, and Thomas Bailey. *The American Spirit Vol. 2 Since 1865*. 11th ed. New York, New York: Houghton Mifflin Co., 2006.

Henry, Michael. *Threads of History: A Thematic Approach to Our Nations Story for AP U.S. History*. Saddle Brook, New Jersey: People's Education, Inc., 2006.

Other primary and secondary sources assigned by the teacher throughout each unit.

It is important to realize this is an AP course. With that in mind, you are expected to come to class each day having completed the assigned reading and being prepared for thoughtful discussion about U.S. History. With the AP U.S. History course redesign, students will be focusing on historical thinking skills and analyzing United States history through different themes across different periods of time.

Historical Thinking Skills

These historical thinking skills will be developed and applied throughout the APUSH course.

I. Chronological Reasoning

1. Historical Causation

The ability to identify, analyze, and evaluate the relationships among multiple historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence, causation, and correlation.

2. Patterns of Continuity and Change over Time

The ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying lengths, as well as the ability to relate these patterns to larger historical processes or themes.

3. Periodization

The ability to describe, analyze, evaluate, and construct models that historians use to organize history into discrete periods. Historians identify turning points and recognize that the choice of specific dates gives a higher value to one narrative, region, or group than to other narratives, regions, or groups. How a historian defines historical periods depends on what the historian considers most significant – political, economic, social, cultural, or environmental factors.

II. Comparison and Contextualization

4. Comparison

The ability to describe, compare, and evaluate multiple historical developments within one society, one or more developments across or between societies, and in various chronological and geographical contexts. It also involves the ability to identify, compare, and evaluate multiple perspectives on a given historical experience.

5. Contextualization

The ability to connect historical events and processes to specific circumstances of time and place to broader regional, national, or global processes.

III. Crafting Historical Arguments from Historical Evidence

6. Historical Argumentation

The ability to define and frame a question about the past and to address that question through the construction of an argument. A plausible and persuasive argument requires a clear, comprehensive, and analytical thesis, supported by relevant historical evidence—not simply evidence that supports a preferred or preconceived position. In addition, argumentation involves the capacity to describe, analyze, and evaluate the arguments of others in light of available evidence.

7. Appropriate Use of Relevant Historical Evidence

The ability to describe and evaluate evidence about the past from diverse sources (including written documents, works of art, archaeological artifacts, oral traditions, and other primary sources) and requires students to pay attention to the content, authorship, purpose, format, and audience of such sources. It involves the capacity to extract useful information, make supportable inferences, and draw appropriate conclusions from historical evidence while also noting the context in which the evidence was produced and used, recognizing its limitations, and assessing the points of view it reflects.

IV. Historical Interpretation and Synthesis

8. Interpretation

The ability to describe, analyze, evaluate, and construct diverse interpretations of the past, and being aware of how particular circumstances and contexts in which individual historians work and write also shape their interpretation of past events. It requires analyzing evidence, reasoning, determining the context, and evaluating points of view found in both primary and secondary sources.

9. Synthesis

The ability to develop meaningful and persuasive new understandings of the past by applying all of the other historical thinking skills, by drawing appropriately on ideas and methods from different fields of inquiry or disciplines, and by creatively fusing disparate,

relevant, and sometimes contradictory evidence from primary sources and secondary works. Synthesis may involve applying insights about the past to other historical contexts or circumstances, including the present.

V. Themes

During each unit of the class, the following themes will be addressed allowing us to see how each of the themes has changed or remained the same throughout different periods in U.S. History

1. Identity (ID)

- Overarching Questions

- a. How and why have debates over American identity changed over time?
- b. How have gender, class, religious, regional, and other groups identities changed in different eras?

2. Work, Exchange, and Technology (WXT)

- Overarching Questions

- a. How have changes in markets, transportation, and technology affected American society from colonial times to the present day?
- b. Why have different labor systems developed in British North America and the United States, and how have they affected American society?
- c. How have debates over economic values and the role of government in the U.S. economy affected politics, society, the economy, and the environment?

3. Peopling (PEO)

- Overarching Questions

- a. Why have people migrated to, from, and within North America?
- b. How have changes in migration and population patterns affected American life?

4. Politics and Power (POL)

- Overarching Questions

- a. How and why have different political and social groups competed for influence over society and government in what would become the United States?
- b. How have Americans agreed on or argued over the values that guide the political system as well as who is a part of the political process?

5. America in the World (WOR)

- Overarching Questions

- a. How have events in North America and the United States related to contemporary developments in the rest of the world?
- b. How have different factors influenced U.S. military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas?

6. Environment and Geography- Physical and Human (ENV)

- Overarching Questions

- a. How did interactions with the natural environment shape the institutions and values of various groups living on the North American continent?
- b. How did economic and demographic changes affect the environment and lead to debates over use and control of the environment and natural resources?

7. Ideas, Beliefs, and Culture (CUL)

- Overarching Questions

- a. How and why have moral, philosophical, and cultural values changed in what would become the United States?
- b. How and why have changes in moral, philosophical, and cultural values affected U.S. history?

VI. Plagiarism

Academic honesty is extremely important, not only in this class, but also in your future academic endeavors. Your commitment to academic honesty forms the foundation of your intellectual development. Cheating and plagiarism are considered serious offenses and will not be tolerated. Understand that using the internet and claiming another's IDEAS without citing sources is plagiarism. Students found cheating or plagiarizing will receive zero credit for the assignment, parents will be contacted, and punishment will be in accordance with the student handbook.

VII. Class and Homework assignments:

1. All Document-Based Questions (DBQs), long responses, and short answer questions must be written in blue or black ink. This is to prepare for how they must be written on the AP Exam in May. Assignments written in pencil will NOT be accepted.
2. I will emphasize NEAT penmanship in all written work, in addition to the content and quality of thought presented in your work.
3. Homework, typically in the form of reading, will be given every week, including weekends. In addition to reading, students will be required to complete essay questions and gather information for in-class and take-home projects.
4. Late assignments are NOT accepted. Do it on time like everyone else. If you have an excused absence, please refer to the handbook for the policy on making up work.
5. If you are absent, check Google Classroom. You are responsible for obtaining makeup work.

VIII. Class Procedure:

1. Readings- Keep up with all readings. The entire reading schedule is on Google Classroom
 - a. Weekly quizzes will be given to monitor reading completion.
2. Notebooks- You need to acquire a 3-ring binder for the class.
 - a. This is an extremely important resource in your preparation for the AP exam. If you keep an organized, detailed, neat, and complete binder you will find studying for the AP Exam much easier.
3. Students are expected to come to class ready to discuss each day. Much of the class will be done in a format with ample discussion and opportunities for students to ask questions.
4. Many days will begin with a 10-15 minute document analysis activity (DOD- Document of the Day). This activity will involve a primary or secondary source reading, a chart, a map, a political cartoon, etc. Students will use the HIPPO strategy to analyze the document.
 - a. HIPPO: H=Historical Context, I=Intended Audience, P=Prior Knowledge, P=Author's Purpose, O=Outside Evidence that Supports the Doc
 - b. This activity will allow students to gain experience in working with documents and sources to help prepare them for both the new multiple choice section as well as the Document-Based Question and Short Answer section
 - c. The documents in the course outline are in addition to these short activities; they will not replace those which will involve more detailed classroom activities.

IX. Assessment: Assessment will come in various forms including:

- Exams- There will be examinations on each unit including all the material covered in the American Pageant. Examinations will consist of 55 multiple choice questions, short answer questions, and either a DBQ or a long essay question (and occasionally both).
- DBQs and Long Essays- All essays will be graded according to the AP scoring rubrics.
- Reading Quizzes- All material in the American Pageant will be covered with reading quizzes. Any HAND-WRITTEN notes taken over reading may be used on reading quizzes for the first semester.
 - Any student with a prearranged or known absence is responsible for completing quizzes or tests **BEFORE** the scheduled absence.
 - Students absent due to illness are required to make up any quiz or test within **one school day** of returning to class.
- Readings and Primary Source Work- You will be assessed on your analysis and synthesis of primary source documents. This will be evaluated using writings, DBQs, and oral examination.

- Final Exam- A comprehensive final exam will be given at the end of the course to assess content mastery and prepare students for the AP Exam. The exam will cover the entire course and will be administered in a simulated AP testing environment.

X. Grading:

Your grade will consist of performance on primary source and reading analysis, quizzes, and exams. The standard school grading scale will be followed for the course. All reading quizzes will be multiple-choice questions and/or short answer questions.

Exams will be weighted according to the new College Board percentages for AP U.S. History exams:

Multiple Choice: 40%

Short Answer: 20%

Document Based Question: 25%

Long Essay Question: 15%

**AP United States History
Course Outline
(Please see calendar for exact dates)**

Concept Outline (Use this as a study guide throughout the year)

Period 1: 1491-1607

Key Concept 1.1: Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other.

Key Concept 1.2: European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic

Key Concept 1.3: Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group.

Period 2: 1607-1754

Key Concept 2.1: Differences in imperial goals, cultures, and the North American environments that different empires confronted led Europeans to develop diverse patterns of colonization.

Key Concept 2.2: European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples.

Key Concept 2.3: The increasing political, economic, and cultural exchanges within the “Atlantic World” had a profound impact on the development of colonial societies in North America.

Period 3: 1754-1800

Key Concept 3.1: Britain’s victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists, and American Indians, culminating in the creation of the new nation, the United States.

Key Concept 3.2: In the late 18th century, new experiments with democratic ideals and republican forms of government, as well as other new religious, economic, and cultural ideas, challenged traditional imperial systems across the Atlantic World.

Key Concept 3.3: Migration within North America, cooperative interaction, and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic, multiracial national identity.

Period 4: 1800-1848

Key Concept 4.1: The United States developed the world’s first modern mass democracy and celebrated a new national culture, while Americans sought to define the nation’s democratic ideals and to reform its institutions to match them

Key Concept 4.2: Developments in technology, agriculture, and commerce precipitated profound changes in U.S. settlement patterns, regional identities, gender and family relations, political power, and distribution of consumer goods.

Key Concept 4.3: U.S. interest in increasing foreign trade, expanding its national borders, and isolating itself from European conflicts shaped the nation’s foreign policy and spurred government and private initiatives.

Period 5: 1844-1877

Key Concept 5.1: The United States became more connected with the world as it pursued an expansionist foreign policy in the Western Hemisphere and emerged as the destination for many migrants from other countries.

Key Concept 5.2: Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.

Key Concept 5.3: The Union victory in the Civil War and the contested Reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.

Period 6: 1865-1898

Key Concept 6.1: The rise of big business in the United States encouraged massive migrations and urbanization, sparked government and popular efforts to reshape the U.S. economy and environment, and renewed debates over U.S. national identity.

Key Concept 6.2: The emergence of an industrial culture in the United States led to both greater opportunities for, and restrictions on, immigrants, minorities, and women.

Key Concept 6.3: The “Gilded Age” witnessed new cultural and intellectual movements in tandem with political debates over economic and social policies.

Period 7: 1890-1945

Key Concept 7.1: Governmental, political, and social organizations struggled to address the effects of large-scale industrialization, economic uncertainty, and related social changes such as urbanization and mass migration.

Key Concept 7.2: A revolution in communications and transportation technology helped to create a new mass culture and spread “modern” values and ideas, even as cultural conflicts between groups increased under the pressure of migration, world wars, and economic distress.

Key Concept 7.3: Global conflicts over resources, territories, and ideologies renewed debates over the nation’s values and its role in the world while simultaneously propelling the United States into a dominant international military, political, cultural, and economic position.

Period 8: 1945-1980

Key Concept 8.1: The United States responded to an uncertain and unstable postwar world by asserting and attempting to defend a position of global leadership, with far-reaching domestic and international consequences.

Key Concept 8.2: Liberalism, based on anticommunism abroad and a firm belief in the efficacy of governmental and especially federal power to achieve social goals at home, reached its apex in the mid-1960s and generated a variety of political and cultural responses.

Key Concept 8.3: Postwar economic, demographic, and technological changes had a far-reaching impact on American society, politics, and the environment.

Period 9: 1980-present

Key Concept 9.1: A new conservatism grew to prominence in U.S. culture and politics, defending traditional social values and rejecting liberal views about the role of government.

Key Concept 9.2: The end of the Cold War and new challenges to U.S. leadership in the world forced the nation to redefine its foreign policy and global role.

Key Concept 9.3: Moving into the 21st century, the nation continued to experience challenges stemming from social, economic, and demographic changes.

Classroom communications

I will be using Google Classroom and AP Classroom to streamline communication with students and parents regarding class assignments, due dates, and class news. Parental involvement is an integral part of our students' success and you are encouraged to sign up for these reminders.

Student Name: _____

Student Signature: _____ **Date:** _____

Student Name: _____

Parent Signature: _____ **Date:** _____