

Advanced Placement United States History

James M. Bennett High School

Mr. Kramer (2015-2016)

Course Purpose

The AP program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in the class. The program prepares students for intermediate and advanced college courses. Students should learn to assess historical materials, their relevance to a given interpretive problem, their reliability, and their importance. Students will also weigh the evidence and interpretations presented in historical scholarship. An AP United States course will thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

Course Description

The AP U.S. History course focuses on developing students understanding of American history from approximately 1491- to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places.

Important Information

- Teacher's Email: rkramer@wcboe.org
- Class Website: mrkramerjmb.weebly.com
- Moodle Website: <http://wcboe.mrooms.org/course/view.php?id=351>
- Quizlet: <https://quizlet.com/mrkramerjmb/folders/apush>
- Remind Information: Send a text message to the class code as the recipient and put the specific period code in the message.
 - Class Code: 81810
 - Period 2: @44853
 - Period 3: @93bda
 - Period 4: @b60c2
 - Period 6: @a6a96
 - Period 7: @8640e
- To receive an email from Remind instead, email: [period number minus the @ symbol]@mail.remind.com (leave subject blank)

Required Materials

- Three-ring Binder (3'' to hold all information throughout the year)
- Lined paper for guided readings and notes
- Black/Blue pen for writing assignments/Pencil for scantron assignments

Class Procedures

- **Homework:** Assigned homework is due on the date set upon in class. Late homework may be turned in for half-credit until the assignment is returned. After that point it will not be accepted. See county policy for other information.

- **Readings:** Students will be expected to read at least a chapter a week during this class. Follow the tentative reading schedule to work ahead. You will receive an entire unit of reading guides as a time.
- **Self-Learn Chapters:** Due to the amount of information in this class, certain chapters will be “self-learn” chapters. Please use the videos and documents posted on my site to help learn these chapters. They will still be tested. I will also stay after school around the time of these chapters to teach them to students who are willing to give the extra time.
- **Organization:** Binders should be kept organized so information from any point in the year can be easily accessed. (I recommend 3” but it is up to you)
- **Bathroom Policy:** Passes will not be given during lecture or instruction. **Do not ask to go during that time.**
- **Moodle Quizzes:** Most chapters will have a take-home Moodle quiz associated with it. The quizzes are short (around 10 questions) but are timed. If accessing the quiz (either at home or on their smartphone) is not possible, the media center is open after school or students may take a version in class with me after school that day. **Arrangements must be made ahead of time.**
- **Unit Tests:** Each unit will have a test associated with it. The format will change periodically, but the questions will be like those seen on the APUSH exam.
- **Grading:** You are able to track your grades on X2/Parent Portal. Please allow at least one week before asking if the tests are graded (especially essays). Grading is weighted on the following scale...
 - Tests/Quizzes – 33%
 - Homework – 33%
 - Class Work – 33%
- **Letter Grades:**
 - A: 90% or higher.
 - B: 80 – 89%
 - C: 70 – 79%
 - D: 60 – 69%
 - E: 59% and lower.
- **Absentees:** You are responsible for getting makeup work. Check the website or talk to a friend. I am also available via email. County policy will be followed with absentee homework.
- **Devices:** Ipods, Cell Phones and any other devices will be used at my discretion and in accordance with school/county policy. **They are not to be used without my permission.** Failure to comply with result in disciplinary action.
- **Academic Integrity:** Cheating and plagiarism will not be tolerated in this classroom. This includes working on assignments from other teachers in my room or copying from another student on any assignment that I have given. Students will have assignments confiscated and will lose credit if caught cheating or copying. Please refer to your student agenda if you have any questions about this policy.

APUSH Themes

AMERICAN AND NATIONAL IDENTITY (NAT): This theme focuses on how and why definitions of American and national identity and values have developed, as well as

related topics such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.

WORK, EXCHANGE, & TECHNOLOGY (WXT): This theme focuses on the factors behind the development of systems of economic exchange, particularly the role of technology, economic markets and government.

MIGRATION & SETTLEMENT (MIG): 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.

POLITICS & POWER (POL): This theme focuses on how different social and political groups have influenced society and government in the U.S., as well as how political beliefs and institutions change over time.

AMERICA IN THE WORLD (WOR): This theme focuses on the interactions between nations that affected North American history in the Colonial period and on the influence of the U.S. on world affairs.

GEOGRAPHY & ENVIRONMENT– (GEO): This theme focuses on the role geography and both the natural and human-made environments on social & political developments in what would become the United States.

CULTURE & SOCIETY (CUL): This theme focuses on the roles that ideas, beliefs, social mores, & creative expression have played in shaping the U.S., as well as how various identities, cultures and values have been preserved or changed in different contexts of U.S. History.

Historical Thinking Skills

HISTORICAL CAUSATION:

- Compare causes and/or effects including between short- and long-term effects
- Analyze & evaluate the interaction of multiple causes and/or effects.
- Assess historical contingency by distinguishing among coincidence, causation, and correlation. Critiquing existing interpretations of cause and effect.

PATTERNS OF CONTINUITY & CHANGE OVER TIME:

- Analyze & evaluate historical patterns of continuity and change over time.
- Connect patterns of continuity and change over time to larger historical processes or themes.

PERIODIZATION:

- Explain ways that historical events and processes can be organized within blocks of time.
- Analyze and evaluate competing models of periodization of U.S. history.

COMPARISON:

- Compare related historical developments and processes across, place, time, and/or different societies or within one society.

- Explain and evaluate multiple and differing perspectives on a given historical phenomenon.

CONTEXTUALIZATION:

- Explain and evaluate ways in which specific historical phenomena, events, or processes connect to broader regional, national, or global processes occurring at the same time.
- Explain and evaluate ways in which a phenomena, event, or process connects to other, similar historical phenomena across time and place.

HISTORICAL ARGUMENTATION:

- Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence.
- Construct convincing interpretations through analysis of disparate, relevant historical evidence.
- Evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments.

APPROPRIATE USE OF RELEVANT HISTORICAL EVIDENCE:

- Analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context germane to the evidence considered.
- Based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions.

INTERPRETATION:

- Analyze diverse historical interpretations.
- Evaluate how historians' perspectives influence their interpretations and how models of historical interpretation change over time.

SYNTHESIS:

Combine disparate, sometime contradictory evidence, from primary sources and secondary works in order to create a persuasive understanding of the past.

Apply insights about the past to other historical contexts or circumstances, including the present.

Selected Texts (*not all texts listed will be employed in their entirety)

Brinkley, Alan. *The Unfinished Nation: A Concise History of the American People, Vol. 1*. Fifth Edition. McGraw Hill, 2005.

Brinkley, Alan. *The Unfinished Nation: A Concise History of the American People, Vol. 2*. Fifth Edition. McGraw Hill, 2005.

Kennedy, David M., Cohen, Lizabeth, and Bailey, Thomas A. *The American Pageant*. Twelfth Edition. Boston Houghton Mifflin Company, 2006.

Kennedy, David M., and Bailey, Thomas A. *The American Spirit; Volumes 1 & 2*. Sixth Edition. D.C. Heath and Company, Lexington, Massachusetts.

Kennedy, David M., Cohen, Lizabeth, and Bailey, Thomas A., Mel Piehl
The American Pageant; Guidebook: A Manual for Students.
Twelfth Edition. Boston Houghton Mifflin Company, 2002.

Madras, Larry and James M. SoRelle. *Taking Sides: Clashing Views in American History Vol. 1*. McGraw Hill, 2012.

Madras, Larry and James M. SoRelle. *Taking Sides: Clashing Views in American History Vol. 2*. McGraw Hill, 2012.

Reich, Jerome. *Colonial America*. Prentice-Hall, Inc. New Jersey. 1989.

Schweikart, Larry and Michael Patrick Allen. *A Patriot's History of the United States*. Sentinel, 2014.

Moretta, John A. *William Penn and the Quaker Legacy*. Pearson, 2006.

Zinn, Howard. *A People's History of the United States*. Harper Perennial Modern Classics, 2005.

Tentative Pacing Guide:

Unit 1: September 1 – October 15

Unit 2: October 16 – November 24

Unit 3: November 30 – January 22

Unit 4: January 27 – March 2

Unit 5: March 3 – April 13

Unit 6: April 14 – May 10

APUSH Exam Date – Friday May 6, 2016

APUSH Student



what my friends think
I do



what my parents think
I do



what society thinks I
do



what my teacher thinks
I do



what I think I do



what I really do