**AP United States History Syllabus**

Mr. David Tomlins

tomlida@tulsaschools.org

Edison Preparatory School

Tomlins.weebly.com

**Course Overview:**

 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. With the end goal of taking an exam in May that depending on your score, universities will give you college credit for.

**The eight themes of AP US History are**:

1. American and National Identity
2. Work, Exchange, and Technology
3. Geography and The Environment
4. Migration and Settlement
5. Politics and Power
6. America in the World
7. American Culture and Society

**Textbook and Resources:**

* Newman, John J., and John M. Schmalbach. *United States History: Preparing for the Advanced Placement Examination*. Advanced Placement edition. Perfection Learning. (AMSCO text)
* Kennedy, David M., and Lizabeth Cohen. *The American Pageant*. 13th edition. National Geographic Learning/Cengage Learning.
* Supplemental readings will be provided by the instructor, in class or on Canvas.
* Composition Notebook, paper, pens, and color pencils.
* If any supplies are needed for projects advanced notice will be given by the instructor.

**Course Structure and Readings:**

AP US CED outline

Unit 1: 1491-1607

 Topic 1.1 Contextualizing Period 1

1.2 Native American Societies before European Contact

 1.3 European Exploration in the Americas

1.4 Columbian Exchange, Spanish Exploration, and Conquest

1.5 Labor, Slavery, and Caste in the Spanish Colonial System

1.6 Cultural Interactions between Europeans, Native Americans, and Africans

 1.7 Causation in Period 1

Unit 2: 1607-1754

 Topic 2.1 Contextualizing Period 2

 2.2 European Colonization

 2.3 The Regions of British Colonies

 2.4 Transatlantic Trade

2.5 Interactions between American Indians and Europeans

 2.6 Slavery in the British Colonies

 2.7 Colonial Society and Culture

 2.8 Comparison in Period 2

Unit 3: 1754-1800

Topic 3.1 Contextualizing Period 3

3.2 The Seven Years’ War (The French and Indian War)

 3.3 Taxation without Representation

3.4 Philosophical Foundations of the American Revolution

 3.5 The American Revolution

 3.6 The Influence of Revolutionary Ideals

 3.7 The Articles of Confederation

 3.8 The Constitutional Convention and Debates over Ratification

 3.9 The Constitution

 3.10 Shaping a PCE New Republic

 3.11 Developing an American Identity

 3.12 Movement in the SOC Early Republic

 3.13 Continuity and Change in Period 3

Unit 4: 1800-1848

Topic 4.1 Contextualizing Period 4

4.2 The Rise of Political Parties and the Era of Jefferson

 4.3 Politics and Regional Interests

 4.4 America on the World Stage

 4.5 Market Revolution: Industrialization

 4.6 Market Revolution: Society and Culture

 4.7 Expanding Democracy

 4.8 Jackson and Federal Power

4.9 The Development of an American Culture

 4.10 The Second Great Awakening

 4.11 An Age of Reform

4.12 African Americans in the Early Republic

4.13 The Society of the South in the Early Republic

 4.14 Causation in Period 4

Unit 5: 1844-1877

 Topic 5.1 Contextualizing Period 5

 5.2 Manifest Destiny

 5.3 The Mexican–American War

 5.4 The Compromise of 1850

 5.5 Sectional Conflict: Regional Differences

 5.6 Failure of Compromise

 5.7 Election of 1860 and Secession

 5.8 Military Conflict in the Civil War

5.9 Government Policies during the Civil War

 5.10 Reconstruction

 5.11 Failure of Reconstruction

 5.12 Comparison in Period 5

Unit 6: 1865-1898

 Topic 6.1 Contextualizing Period 6

6.2 Westward Expansion: Economic Development

6.3 Westward Expansion: Social and Cultural Development

 6.4 The “New South”

 6.5 Technological Innovation

 6.6 The Rise of 4 Industrial Capitalism

 6.7 Labor in the Gilded Age

6.8 Immigration and Migration in the Gilded Age

6.9 Responses to Immigration in the Gilded Age

 6.10 Development of the Middle Class

 6.11 Reform in the Gilded Age

6.12 Controversies over the Role of Government in the Gilded Age

 6.13 Politics in the Gilded Age

 6.14 Continuity and Change in Period 6

Unit 7: 1890-1945

 Topic 7.1 Contextualizing Period 7

 7.2 Imperialism: Debates

 7.3 The Spanish–American War

 7.4 The Progressives

 7.5 World War I: Military and Diplomacy

 7.6 World War I: Home Front

7.7 1920s: Innovations in Communication and Technology

7.8 1920s: Cultural and Political Controversies

 7.9 The Great Depression

 7.10 The New Deal

 7.11 Interwar Foreign Policy

 7.12 World War II: Mobilization

 7.13 World War II: Military

 7.14 Postwar Diplomacy

 7.15 Comparison in Period 7

Unit 8: 1945-1980

Topic 8.1 Contextualizing Period 8

 8.2 The Cold War from 2 1945 to 1980

 8.3 The Red Scare

 8.4 Economy after 1945

 8.5 Culture after 1945

8.6 Early Steps in the Civil Rights Movement (1940s and 1950s)

 8.7 America as a World Power

 8.8 The Vietnam War

 8.9 The Great Society

8.10 The African American Civil Rights Movement (1960s)

 8.11 The Civil Rights Movement Expands

 8.12 Youth Culture of the 1960s

8.13 The Environment and Natural Resources from 1968 to1980

 8.14 Society in Transition

 8.15 Continuity and Change in Period 8

Unit 9: 1980-present

 Topic 9.1 Contextualizing Period 9

 9.2 Reagan and Conservatism

 9.3 The End of the Cold War

 9.4 A Changing Economy

9.5 Migration and Immigration in the 1990s and 2000s

 9.6 Challenges of the 21st Century

 9.7 Causation in Period 9

**Grading Policy**:

Letter Grades are based on the 100 point scale:

A= 90 -100%

B= 80 - 89%

C= 70 - 79%

D= 60 - 69%

F= Below 59%

**All classwork will be turned in through Canvas.**

\*except for Notebooks and Quizzes/ Exams.

Main Assignments:

1. Weekly reading quiz with notes- 15pts

2. Weekly Key term assignment- 15pts

3. Class work/ activities- 15pts

4. Participation- 5pts

5. Tests

\* Weekly point value

 Semester Breakdown:

Class work/ activities 225pts 21%

Quizzes/ notes 225pts 21%

Homework 225pts 21%

Unit tests (3) 300pts 29%

Participation 75pts 7%

Total points= 1050 points

Late Work Policy

Only late work due to an excused absence will be accepted. All due dates are posted on the website calendar. Because of this there is no excuse for not knowing that something is due. If you have an excused absence and miss a due date or a test you will be responsible for any pre assigned grades when you return. You will have the same time as you missed to make up any in class assignments that you missed.

Assignments must be turned in by the end of class when due. (everything is due at the end of the unit)

Quizzes and tests should be made up on the day that students return to class.

Tardy and Attendance Policy

I follow the school policy on attendance, and absences will count against your participation grade.

Academic honesty

Plagiarism of any kind will result in a zero on the assignment.

TULSA PUBLIC SCHOOLS Regulation 3311-R

*ADVANCED PLACEMENT COURSEWORK*

*Tulsa Public Schools’ students who enroll in courses provided through the College Board’s Advanced Placement (AP) program or the International Baccalaureate (IB) Organization’s IB program must take the associated examinations for those courses when eligible. Students and parents/guardians shall be notified by the schools of this requirement through related published materials and course selection procedures. Students who decline to sit for these examinations forfeit the weighted grade eligibility for the courses taken. There is no minimum or passing score required on any examination to qualify for a weighted grade.*

Weekly structure

We will follow a similar structure every week. Monday we will take a quiz over the previous week’s assigned reading. The rest of the hour will be spent reading and discussing a document that relates to the main ideas of the week’s chapter. Tuesday I will lecture on the chapter. On Wednesday and Thursday students will be given a writing assignment, project, reading or discussion topic to work on. Friday will generally be a work day where students have the opportunity to work on any of the week’s assignments they have not completed as well as their reading assignment, or key terms assignment.

Classroom Rules

1. Respect your peers, teachers, and school property.

2. Be in your seat ready to work when the bell rings.

3. Disruptive behavior of any kind will not be tolerated.

4. Cell phones or other electronic equipment is to be used only at times indicated by the teacher. The rest of the time they will be face down on the front of the table.

5. No food or drinks in the classroom.

6. Students should display common sense when asking to use the restroom, and must have a pass from the teacher.

7. Remain in your seats until dismissed.

8. Have the materials you need for class. (Homework, pen, paper)

9. Have an open mind and be ready to learn.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_              \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

 Student Signature                 Parent Signature               Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Print Student name

* **Syllabus subject to alteration by instructor**