Advanced Placement United States History
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Course Description
This is a college class. The purpose of this course is to prepare students for the Advanced Placement Exam in May, whereby they may obtain college credit. The goal of this class is to engage and challenge students in the study of United States History – in a comprehensive survey format. Students will critically analyze the political, economic, social and intellectual development of the United States in order to reach a better understanding of this nation’s history. This class is meant to be challenging for the purpose of preparing students for post-secondary education.

AP US History Curriculum Framework
Below are the various “lenses” through which we will study US History:

- History Disciplinary Practice and Reasoning Skills
  - Analyzing Historical Evidence (HDP)
  - Argument Development (HDP)
  - Contextualization (RS)
  - Comparison (RS)
  - Causation (RS)
  - Continuity and Change Over Time (RS)

These practices and skills are emphasized throughout the entire course. Students will employ these skills in order to understand what it means to “think historically.”

- Thematic Learning Objectives
  - American and National Identity
  - Politics and Power
  - Work, Exchange, and Technology
  - Culture and Society
  - Migration and Settlement
  - Geography and the Environment
  - America in the World

The objectives – although they may not all be present in every unit – will also be emphasized throughout the course. During particular units of United States History particular Thematic Learning Objectives will be more prominent – “America and the World” during the study of World War Two and the Cold War, for instance. It paramount that students are able to identify which of the Thematic Learning Objectives are studied in the nine periods of United States History studied in this course.

- Historical Periods and Concept Outline
  - Period 1: 1491-1607
  - Period 2: 1607-1754
  - Period 3: 1754-1800
  - Period 4: 1800-1848
  - Period 5: 1844-1877
  - Period 6: 1865-1898
  - Period 7: 1890-1945
  - Period 8: 1945-1980
  - Period 9: 1980-Present

The historical periods provide the chronological framework for investigating the different periods of US History in the AP US History course. Each Historical Period will have Key Concepts that will provide essential historical details that will be assessable on the AP US History exam. The Key Concepts for each Historical Period will be reflected in the syllabus.
Course Expectations

This class will be demanding but also intellectually rewarding – you have a chance to receive college credit if you do well enough on the AP Exam. If you agree to stay with the class and accept the challenge, With AP US History Curricular Framework in mind, there are four important expectations the AP Social Studies Program:

1) You are prepared for, and involved in, the class at all times.
2) You are committed to preparing for and taking the AP Exam in May.
3) You are committed for the year. If you decide in early September that this class is not for you, that is understandable. If you decide in December that you want to drop at the semester break, leaving the class would require a student/parent/teacher conference.
4) You will come and talk to the teacher immediately if there are any concerns. You and I are working for the same thing – success on the exam and obtaining college credit for you.

- **Student Responsibilities**
  - There will be approximately 50 pages of text to read every week. You are responsible for knowing the material and taking notes as assigned.
  - Homework will be assigned every night.
  - You will be assigned at least three formal writing assignments each marking period.
  - You must take full responsibility for yourself as an intellectual and a student.
  - There will be assignments to be completed over school breaks and vacations.
  - As the AP Exam approaches, there will be additional study sessions to attend outside of class time [and they are optional].

- **Attendance**
  Regular attendance and participation in class are crucial and required. If you know you are going to miss class in advance, look to your syllabus for the necessary assignment and check our Google Classroom page for the latest updates.

- **Grading**
  Your grade will be based on a point system.
  - A: 100-90%
  - B: 89-80%
  - C: 79-70%
  - D: 69-60%
  - E: 60% or less

  Each quarter/mark period grade will be based upon 70% on assessments and 30% on practice (homework, classwork, notes, practice exams, etc.). The semester grade will be determined on the 40/40/20 breakdown – which is Royal Oak High School policy.

- **Organization & Supplies**
  Due to the volume of material covered in this class your organization is crucial. You must have the following:
  1) One three ring binder (2” rings) with plenty of paper (a notebook or loose leaf)
  2) Pens (blue or black), pencils, and highlighters are needed for this class. Colored pencils and markers are highly recommended, as well.
  3) AP Study Guide book – I have several suggestions (order at a later date – not required, but recommended.

- **Communication / Extra Help**
  Students (and parents) can use a few different ways to communicate with me, review daily activities, be alerted to upcoming events, and monitor grades:
1) **Good old fashioned face to face meetings:** Feel free to schedule a before or after school meeting with me to talk history, air concerns, or get extra help...my door is always open!
2) **Email:** Messages will be responded to ASAP (certainly within 24hrs.)
3) **Classroom Chalkboard:** daily objectives and activities, weekly schedule, and upcoming events will be updated each day
4) **Google Classroom:** daily objectives and activities, weekly schedule, and upcoming events will be updated each day (student code will be provided on the first day of class)
5) **MiStar Online Gradebook:** each week, at least one formative assessment will be entered to provide students and parents updates on progress

**APUSH EXAM**
Below is the basic format of the APUSH exam along with a percentage breakdown toward the overall exam score:

- 55 multiple-choice questions (40%)
- 3 short-answer questions (20%)
- 1 document-based question (25%)
- 1 long essay question (15%)

**Course Work**

- **Textbook Notes**
  This is the most tedious, time-consuming, arduous and necessary task of the class – but also the most helpful in terms of preparing for tests and the AP Exam. You are responsible for the material covered in the textbook chapters for our quizzes and tests. The chapters will be divided into thirds for reading/note assignments. Points will be deducted if notes are not deemed quality, comprehensive, or if the teacher views them simply as ineffective.

- **Supplemental Readings**
  Each week, we will have supplemental reading assignments (1 or 2 per week). These readings are in addition to the textbook. We will have more than one day to complete, depending on the length of the reading. Questions and classroom “shares” will be assigned to the reading.

- **Writing Assignments**
  As you can see from the above exam info, a majority of your score is connected to written responses. Each unit will have writing practices with a focus on one of the specific writing types (short-answer, document-based questions, long essay). You will then be assessed on your progress in this area via the unit tests (see below).

- **Quizzes & Tests**
  **Tests** – will cover approximately 3 Chapters (unless otherwise told) and will take a variety of formats. There will be essay tests, or combination essay/multiple choice, identifications, and primary sourced-based assessments.
  **Quizzes** – 1-3 per chapter, relating to textbook chapters, primary sources and secondary source readings.

- **Independent Research Project**
  Throughout the course, you will work on an independent research project of your choice. There will be deadlines for your research question, thesis, research materials, rough draft, and final project. These projects will then be part of a showcase where 9th grade US History students get to view your project presentations.

- **Exams**
  There will be a midterm exam in January. The AP exam in May will constitute your final exam. If you elect to not take the AP exam, you will take a final exam in class on the same day.
Resource Materials

- **Textbook**

- **Supplemental Readings**


Syllabus for the 2018-2019 School Year

First Semester:

➤ **September, 2018**

**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 with the “Atlantic World” had a profound impact on the development of colonial societies in North America.

Textbook Installments

**Chapter 1 – “The Collision of Cultures”**

Notes to be completed as summer work. Due the first day of school – September 4, 2018

**Chapter 2 – “Transplantations and Borderlands”**

2.1 “The Early Chesapeake”


2.3 “Borderlands and Middle Grounds” & “The Evolution of the British Empire”

**Chapter 3 – “Society and Culture in Provincial America”**


3.2 “Patterns of Society” & “Awakenings and Enlightenments”

**Chapter 4 – “The Empire in Transition”**


4.2 “Stirrings of Revolt” & “Cooperation and War”
October & November

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 Americans colonists, and American Indians, culminating in the creation of a new nation, the United States.

Key Concept 3.2: In the late-18th century, new experiments with democratic ideas 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 US settlement patterns, regional identities, gender and family relations, political power, and distribution of consumer goods.

Key Concept 4.3: US 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.

Chapter 5 – “The American Revolution”
 5.1 “The States United” & “The War for Independence”
 5.2 “War and Society,” “The Creation of State Governments,” & “The Search for a National Government”

Chapter 6 – “The Constitution and the New Republic”
 6.1 “Framing a New Government” & “Federalists and Republicans”
 6.2 “Establishing National Sovereignty” & “The Downfall of the Federalists”

Chapter 7 – “The Jeffersonian Era”
 7.1 “The Rise of Cultural Nationalism” & “Stirrings of Industrialism”
 7.2 “Jefferson the President” & “Doubling the National Domain”
 7.3 “Expansion and War” & “The War of 1812”

Chapter 8 – “Varieties of American Nationalism”
 8.2 “Sectionalism and Nationalism” & “The Revival of Opposition”

Chapter 9 – “Jacksonian America”

Chapter 10 – “America’s Economic Revolution”
 10.2 “Commerce and Industry” & “Men and Women at Work”
 10.3 “Patterns of Industrial Society” & “The Agricultural North”

Chapter 11 – “Cotton, Slavery, and the Old South”
 11.1 “The Cotton Economy” & “White Society in the South”
 11.2 “Slavery: the Peculiar Institution” & “The Culture of Slavery”
Chapter 12 – “Antebellum Culture and Reform”
12.1 “The Romantic Impulse”
12.2 “Remaking Society”
12.3 “The Crusade Against Slavery”

➢ December & January - up to semester break

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.

Chapter 13 – “The Impending Crisis”
13.1 “Looking Westward” & “Expansion and War”
13.2 “The Sectional Debate” & “The Crises of the 1850s”

Chapter 14 – “The Civil War”
14.1 “The Secession Crisis” & “The Mobilization of the North”
14.2 “The Mobilization of the South” & “Strategy and Diplomacy”
14.3 “The Course of Battle”

Chapter 15 – “Reconstruction and the New South”
15.1 “The Problems of Peacemaking” & “Radical Reconstruction”
15.2 “The South in Reconstruction” & “The Grant Administration”
15.3 “The Abandonment of Reconstruction” & “The New South”

Chapter 16 – “The Conquest of the Far West”
16.1 “The Societies of the Far West”
16.2 “The Changing Western Economy” & “The Romance of the West”
16.3 “The Dispersal of the Tribes” & “The Rise and Decline of the Western Farmer”

Second Semester:
➢ January & February

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 US economy and environment, and renewed debates over US 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, immigration, 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.

Chapter 17 – “Industrial Supremacy”
17.1 - “Sources of Industrial Growth”
17.2 – “Capitalism and its Critics”
17.3 – “Industrial Workers in the New Economy”
Chapter 18 – “The Age of the City”
18.1 - “The Urbanization of America” & “The Urban Landscape”
18.2 -- “Strains of Urban Life” & “The Rise of Mass Consumption”
18.3 -- “Leisure in the Consumer Society” & “High Culture in the Age of the City”

Chapter 19 – “From Crisis to Empire”
19.2 – “A Cross of Gold” & “Stirrings of Imperialism”
19.3 – “War With Spain” & “The Republic as Empire”

Chapter 20 – “The Progressives”
20.2 – “Sources of Progressive Reform,” “Crusade for Social Order and Reform,” & “Challenging the Capitalist Order”

March

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.

Chapter 21 – “America and the Great War”
21.1 - “The Big Stick: America and the World, 1901-1917” & “The Road to War”
21.2 - “War Without Stint” & “The War and American Society”

Chapter 22 - “The New Era”
22.2 - “A Conflict of Cultures” & “Republican Government”

Chapters 23 – “The Great Depression”
23.2 - “The Depression and American Culture” & “The Unhappy Presidency of Herbert Hoover”

Chapter 24 – “The New Deal”
24.1 - “Launching the New Deal” & “The New Deal in Transition”
24.2 - “The New Deal in Disarray” & “Limits and Legacies of the New Deal”

Chapter 25 – “The Global Crisis, 1921-1941”
25.1 - “The Diplomacy of the New Era”
25.2 - “Isolationism and Internationalism”
25.3 - “From Neutrality to Intervention”

Chapter 26 – “America in a World at War”
26.1 - “War on Two Fronts”
26.2 - “The American People in Wartime”
26.3 - “The Defeat of the Axis”
Chapter 27 – “The Cold War”
27.1 - “Origins of the Cold War” & “The Collapse of the Peace”
27.2 - “American Society and Politics After the War,” “The Korean War,” & “The Crusade Against Subversion”

➤ April

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 US 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 US 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.

Chapter 28 – “The Affluent Society”
28.1 - “The Economic Miracle” & “The Explosion of Science and Technology”
28.2 - “People of Plenty” & “The Other America”

Chapter 29 – “Civil Rights, Vietnam, and the Ordeal of Liberalism”

Chapter 30 – “The Crisis of Authority”
30.3 - “Politics and Economics Under Nixon” & “The Watergate Crisis”
30.4 Black Power to 966

Chapter 31 – “From the Age of Limits to the Age of Reagan”
31.2 – “The Reagan Revolution” & “America and the Waning of the Cold War”

Chapter 31 – “The Age of Globalization”
31.1 - “A Resurgence of Partisanship” & “The Economic Boom”
May

Review for the AP US History Exam will include both in class and optional after school sessions focusing on:
- History Disciplinary Practice and Seasoning Skills Review
- Thematic Learning Objectives Review
- Multiple Choice Review
- SAQ Review
- DBQ Review
- LEQ Review
- Periods 1, 2, and 3 Review
- Periods 4, 5, and 6 Review
- Periods 7, 8, and 9 Review

Post Exam May & June

- Intro - Heroes & Villains Project [due on exam day for juniors; for seniors, due on their last day] – How does history construct “good guys” and “bad guys”?
- Nixon and the biggest scandal of them all – Watergate; background video, notes and the last quiz of AP US History… on Nixon
- Class Debate: Nixon v. United States Supreme Court Case
  - What was the constitutional crisis surrounding Watergate?
- Begin prep for Clinton Impeachment Trial
  - How was Clinton’s situation different from Nixon’s?
  - Is the Constitution upheld by the outcome of this trial?
- Simulation: Clinton Impeachment Trial
- Heroes & Villains Project Presentations

Please Sign and date the portion below to indicate that you have reviewed the course description and syllabus. Also have a parent/guardian sign below.

2018-2019 Advanced Placement United States History

Date: ______________________

Print Name:______________________________________________________________

Signature:________________________________________________________________

Parent/Guardian Signature:________________________________________________