



2022-2023 COURSE SYLLABUS

Todd Whalen

AP US History

todd-whalen@scusd.edu

Text – America’s History

The AP course is designed as a survey of American history from the era of exploration to the present day. AP US History is a rigorous two-semester course and is meant to fulfill the same requirement as a year of Freshman United States History at the college level. The amount of reading and writing in this class is intense.

HISTORICAL THINKING SKILLS

Historians analyze past events using a variety of different skills that come automatically. By the end of the year, these skills will come automatically to you as well. But first, let’s familiarize ourselves with them. Note that each question you receive, be it a multiple choice question, an essay prompt, or a Big Picture Question for the unit will be asking you to practice these very skills.

Chronological Reasoning	<ul style="list-style-type: none"> ▪ Historical Causation ▪ Patterns of Continuity and Change Over Time ▪ Periodization
Comparison and Contextualization	<ul style="list-style-type: none"> • Comparison • Contextualization
Crafting Historical Arguments from Historical Evidence	<ul style="list-style-type: none"> • Historical Argumentation • Appropriate Use of Historical Evidence
Historical Interpretation and Synthesis	<ul style="list-style-type: none"> • Interpretation • Synthesis

CLASS MECHANICS

We will experience many different methods of learning in this class. The class will be a combination of discussion, primary and secondary source analysis, role playing activities, debates, essays, individual and group presentations, and research. Students will need a notebook designated for this class only. Students will need a notebook dedicated to this class only.

GRADING POLICY

Grades will be determined in the following ways:

- Participation
- Quizzes/Tests
- Writing Assignments; including DBQs and LEQs
- SAQs

Grading Scale

A= 89.5% B= 79.5%% C= 69.5% D= 59.5% F=59.4% or below

PARTICIPATION

All class assignments will earn a score of 9 points if completed. Even if a student has some incorrect responses a score of 9 points can be earned. I am looking for a sincere attempt to complete the assignment according to a students best ability. If a student only completes part of the assignment or responded with some nonsense just to complete the assignment, it will earn 7 points. If a student doesn’t complete the



2022-2023 COURSE SYLLABUS

assignment it will earn 4.5 points in accordance with the district policy of awarding students 50% for doing nothing.

TESTS/QUIZZES

There will be 9 major tests, one for each period. The College Board has divided the history of the United States into 9 periods. These tests will mimic the AP test and be stimulus based multiple choice and taken in class. In addition there will be 9 warm-up tests, one for each period test, in “My AP Classroom” on the AP College Board website. These warm-up tests will consist of questions created by the College Board and will be taken on-line.

There will also be quizzes over reading assignments taken both in class and on-line on the “My AP Classroom” site.

NOTE: Because of the district’s policy of awarding 50% for missing assignments, a student who completes assignments, quizzes, and tests will not earn less than 60% regardless of the actual score. I feel a student who takes a test should not earn less than a student who does not take a test.

WRITING ASSIGNMENTS

Considerable time will be spent learning and practicing how to write Document Based Questions(DBQs) and Long Essay Questions(LEQs) using the AP College Board rubric. Specific essay guidelines and expectations will be handed out at a later date.

SHORT ANSWER QUESTIONS (SAQs)

There will be a SAQ posted every Monday in Google Classroom. Students are to respond through Google Classroom. Beginning with the second Monday, the new SAQ will be posted with recommended responses for the previous SAQ. Students should check the recommended responses with their own to gauge how well they are doing responding to SAQs.

HOMEWORK POLICY

Homework will consist of reading and writing. There will seldom be a specific homework assignment. Classtime will not be used to complete reading assignments from the textbook, that is to be done all a home. Some DBQ and LEQ practice will be done at home as well.

ATTENDANCE POLICY

Every student is expected to attend every class on time every day unless the student is required to be absent for a valid excuse. Truancy, unverified and unexcused absences, excessive absences, and tardies affect the students’ education and increase the chances for failure. Tardies interrupt and interfere with the learning environment for all students. Quizzes and tests can be made up any day before school.

*For the rest of the school and district policy on attendance please see the JFK Handbook p.22-23.

ABSENCES

Each day’s assignment will be posted in Google Classroom. Assignments can be completed at home and submitted physically or electronically through Google Classroom. If a student is absent, he/she does not need to wait until he/she returns to school to get make-up work, it is in Google Classroom. If absent the student misses the discussion and questions that took place in class concerning the assignment posted in Google Classroom.



2022-2023 COURSE SYLLABUS

BEHAVIOR EXPECTATIONS (Remember only you are responsible for the choices you make).

1. Be on time.
2. Be prepared to learn once entering the class.
3. Treat others with respect at all times.
4. Believe in your ability to succeed.
5. Conduct yourself with integrity.

PLAGIARISM/CHEATING

“Plagiarism is the attempt to pass off the ideas, research, theories, or words of others as one's own” (College Board). There are however a number of assignments throughout the year where the teacher will encourage you to talk about your responses with your classmates, but note that your work is your work and should always remain in your possession unless the teacher is currently grading it. Plagiarizing any assignment will result in a 0 for that assignment. Cheating on any quiz or test will also immediately result in a zero for that assignment.

Students caught cheating will not be able to make up the points lost on these assignments. Plagiarizing or cheating the first time will also lead to an Unsatisfactory mark for Citizenship for the semester. Students found cheating or plagiarizing a second time will automatically fail the class. If you have any further questions please consult John F. Kennedy's Academic Integrity Policy on page 24 of the student handbook.

In this class my ultimate goal is for you to develop YOUR VOICE. You may use the cited ideas and arguments of others to help support your arguments, but they still must be your arguments.

Supplementary Texts:

Columbia American History Online. Columbia University Digital Knowledge Ventures. Document Based Questions. Web.

Ed. Yazawa, Melvin. Documents to Accompany America's History. 6th ed. v.1 to 1877. Boston, Bedford/St. Martin's. 2008.

Ed. Yazawa, Melvin. Documents to Accompany America's History. 6th ed. v.2 Since 1865. Boston, Bedford/St. Martin's. 2008.

Leach, Roberta J. and Augustine Caliguire. Advanced Placement U.S. History 1-4. U.S.A.: The Center for Learning. 2000.

Lindaman Dana and Kyle Ward. History Lessons: How Textbooks Around the World Portray U.S. History. New York: The New Press, 2004.

Madaras, Larry and James M. SoRelle. Editors. Taking Sides: Clashing Views in United States History v. 1 The Colonial Period to Reconstruction. 12th ed. Dubuque, Iowa: 2008.

Madaras, Larry and James M. SoRelle. Editors. Taking Sides: Clashing Views in United States History v. 1 The Colonial Period to Reconstruction. 14th ed. Dubuque, Iowa: 2011.

Madaras, Larry and James M. SoRelle. Editors. Taking Sides: Clashing Views in United States History v. 2 Reconstruction to the Present. 12th ed. Dubuque, Iowa: 2008. Nabakov, Peter. Ed. Native American Testimony. New York: Penguin Books: 1999.

O'Reilly, Kevin. Critical Thinking in United States History: Books 1-4. Critical Thinking Books and Software. U.S.A. 1991.

Teacher's Curriculum Institute. 1996. Print.

University of California, Davis. Area 3 History and Cultures Project. Marchand Collection and Various Contributing Authors. Web.

Ward, Kyle. History in the Making. New York: The New Press, 2007.

Ward, Kyle. Not Written in Stone. New York: The New Press, 2010.



2022-2023 COURSE SYLLABUS

CURRICULUM CALENDAR

PERIOD 1: 1491-1607

Source Readings (not limited to what is listed)

- Images of Native Americans
- Bartolome de Las Casas – “Of the Island of Hispaniola” (1542)

Class Activities (not limited to what is listed)

- Assessing Christopher Columbus

PERIOD 2: 1607-1754

Source Readings (not limited to what is listed)

- Wessell Webling – “A Free Man Signs an Indenture” (1622)
- Olaudah Equiano – “The Middle Passage” (1788)
- Jonathan Edwards – “Sinners in the Hands of an Angry God” (1741)

Class Activities (not limited to what is listed)

- From Authority to Individualism

PERIOD 3: 1754-1800

Source Readings (not limited to what is listed)

- Benjamin Franklin – “Testimony Against the Stamp Act” (1766)
- George Washinton – “The Newburgh Address” (1783)

Class Activities (not limited to what is listed)

- The Path to Revolution
- Standing Tall or Fleeing the Scene
- Shay’s Rebellion

PERIOD 4: 1800-1848

Source Readings (not limited to what is listed)

- Thomas Jefferson “First Inaugural Address” (1801)
- The Monroe Doctrine

Class Activities (not limited to what is listed)

- Supreme Court Cases
- The Convictions of Thomas Jefferson
- The Emerging Nationalism
- The Transportation Revolution

PERIOD 5: 1848-1877

Source Readings (not limited to what is listed)

- Reverend George Bethune - “The Fourth of July” (1848)

Class Activities (not limited to what is listed)

- Compromise: The Delay of a Crisis
- What Role did Racism Play in the Civil War and Nineteenth-Century America
- Reconstruction Structured Academic Controversy

PERIOD 6: 1865-1898

Source Readings (not limited to what is listed)



2022-2023 COURSE SYLLABUS

- Andrew Carnegie – “The Gospel of Wealth” (1889)
- William Jennings Bryan – “Cross of Gold Speech” (1896)
- Mary Elizabeth Lease (1890)

Class Activities (not limited to what is listed)

- The Philosophy of the Industrialists
- The Chicago Haymarket Riot of 1886
- Pullman Strike

PERIOD 7: 1890-1945

Source Readings (not limited to what is listed)

- Huey Long – “Every Man a King”
- George Norris – “America Should Not Enter WWI”
- Margaret Sanger – “The Case for Birth Control”

Class Activities (not limited to what is listed)

- The Birth of an American Empire
- Muckraking and The Jungle
- New Deal Structured Academic Controversy
- The Role of Women in WW II

PERIOD 8: 1945-1980

Source Readings (not limited to what is listed)

- Jack Kerouac – “On the Road” (1957)

Class Activities (not limited to what is listed)

- The Rise and Fall of Joseph McCarthy
- To Blink or Not to Blink: The Cuban Missile Crisis
- Counterculture Era: Five Protest Songs
- October 1966 Black Panther Party Platform and Program
- Betty Friedan – “The Feminine Mystique”

PERIOD 9: 1980-Present

Source Readings (not limited to what is listed)

- Jerry Falwell – “Listen America” (1980)

Class Activities (not limited to what is listed)

- Moral Majority/Minority

The teacher reserves the right to change or modify the syllabus during the school year if needed due to unforeseen circumstances.

TEXT BOX HERE ☺