



# Reynolds High School

## Advanced Placement United States History

*Building Relationships for Academic Success*

**Instructor Name:** Mr. Twitchell

**Email Address:** [ptwitchell@rsd7.net](mailto:ptwitchell@rsd7.net)

### **Required Textbooks/Materials:**

Book: Kennedy, D. M., Cohen, L. (2019). *The American pageant: A history of the American people* Boston: Wadsworth Cengage Learning

**Course Description:** 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. The course also provides eight themes that students explore throughout the course to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

**Course Format:** Students will gain much of the necessary content knowledge before class through assigned readings, videos, and homework assignments. A reading schedule will be posted at the start of each week. During class sessions, the teacher guides students through various activities to clarify and apply that knowledge. These activities will be focused on equipping students for the skills and tasks required for the APUSH exam.

**Reading:** This course is to approximate a college-level history course. You will find that most of the “homework” in a college history class is reading. It is essential that you read the textbook and outside readings/videos for this course. There are too many details for me to regurgitate in class. I will not be re-covering the whole chapter in class. Remember, anything that is included in the readings is fair game for assessment. If there is something you do not understand in the text, you should ask.

**Academic Dishonesty:** Academic dishonesty, including but not limited to: copying another student’s work or allowing your work to be copied, plagiarism, and using electronic devices without explicit permission, will not be tolerated. Any assignment that is found to be academically dishonest will result, at the very minimum, in a zero for that assignment. Additional measures may be taken as needed.

### **End of Year Goals:**

#### **1. Critical Thinking and Inquiry**

- i. Identify and investigate primary issues and associated complexities in history
- ii. Identify reliable sources, as well as biases within them
- iii. Question evidence and assumptions to reach independent conclusions
- iv. Understand and integrate multiple perspectives into arguments
- v. Identify themes and patterns and make connections across subjects

#### **2. Global Citizenship and International Mindedness**

- i. Build awareness of the wider world and the problems facing human societies
- ii. Respect and value diversity
- iii. Develop skills and knowledge to engage the world with intercultural understanding
- iv. Foster attitudes of being an agent of positive change
- v. Promote local and global engagement to make the world a more peaceful, equitable, and sustainable place

#### **3. Historical and Informational Literacy**

- i. Reading historical texts
  1. Locate specific details within primary and secondary sources
  2. Summarize key ideas and explain central ideas and themes
  3. Analyze texts for their strengths, weaknesses, uses, and limitations
- ii. Understanding historical processes, developments, or concepts within their proper context

1. Identify and explain a historical process, development, or concept
2. Arrange key developments in chronological order
3. Identify and explain patterns among or connections between historical processes, developments, or concepts
4. Describe and analyze the historical context for a specific process, development, or concept
- iii. Gathering and sorting historical evidence
  1. Locate and select relevant and appropriate evidence from a variety of primary and secondary sources
- iv. Evaluating historical evidence
  1. Examine a source for information and summarize key details
  2. Identify and analyze a source for its argument and evidence
  3. Evaluate the effectiveness of a source's argument and evidence
  4. Identify and explain the historical context, perspective, purpose, audience, value, and/or limitations of a source
  5. Explain how claims or evidence supports, modifies, or refutes a source's argument
- v. Synthesizing historical ideas and information
  1. Use historical concepts to explain relationships among pieces of historical evidence
- vi. Creating historical arguments
  1. Create historically defensible claims
  2. Support, modify, or refute an argument with specific and relevant evidence by analyzing multiple variables or perspectives

### **Your Rights and Responsibilities**

You have the right to:

1. ...be yourself.
2. ...express yourself responsibly.
3. ...be treated fairly and with respect.
4. ...learn in a safe, secure environment.

You are responsible for:

1. ...the choices you make.
2. ...your attitude and behavior.
3. ...maintaining your integrity & character
4. ...upholding class & school rules.

### **Grading Policy Description**

Grades are weighted approximately 50/50 based on total points, meaning that 50% of your grade will come from various Mastery tasks and 50% will come from assigned tasks.

- Mastery examples: Tests, DBQ's, LEQ's, and SAQ's.
- Classwork/Homework examples: Assignments, group work, homework, activities, weekly quizzes, etc.

### **Letter Grade Description & Percentage Breakdown**

**Reynolds Honors/AP grading is in effect for students taking the AP Exam (5.0 grading system)**

Grade Percentage	Letter Grade	Description
100% - 90%	<b>A</b>	The student fully understands the content and the course objectives have been mastered.
89% - 80%	<b>B</b>	The student understands the content and course objectives at an above average level.
79% - 70%	<b>C</b>	The student understands the course content and course objectives at an average level.
69% - 60%	<b>D</b>	The student understands the course content at a below average level and a minimum of course objectives are met.
59% - 0%	<b>F</b>	The student has not met a sufficient number of course objectives to pass a minimum level and receives no credit.

### **Late Work/Retake Policy**

Absences: Upon returning to class, it is the student's responsibility to get materials needed for missed work. Most materials will be uploaded into Schoology. If you cannot find a particular object you need, ask the instructor for assistance. When possible, please get work prior to known absences.

- Late work will be accepted with a penalty of 10% each day to a 50% maximum.
- Missed tests: Students who miss a test day will be expected to make that test up within a week of returning to school. Tests cannot be made up within your class period.

## Course Schedule/Tentative Unit Calendar

Weeks	Periods of Study, Chapter Readings	Key Topics
1	Period 1- Chapters 1 & 2	1491 to 1607- Colliding Worlds, American Colonial Experiments, etc.
2 to 2 ½	Period 2 - Chapters 2 (parts of), 3, 4, 5	1607 to 1754- British Colonies, Colonial Growth in Territory, Diversity, and Conflict, etc.
4	Period 3 – Chapters 6, 7, 8, 9	1754 to 1800-Tensions with England, Revolutionary War, establishing a Government, Creating a Republican Culture etc.
4	Period 4- Chapters 10, 11, 12 13, 14, 15	1800 to 1848- Developing an Economy, the Democratic Revolution, Religion & Reform Movements, The South Expands, etc.
4 to 4 ½	Period 5- Chapters 16, 17, 18, 19, 20, 21	1844 to 1877- Manifest Destiny, Compromises, Dred Scott, Civil War, Reconstruction
4 to 4 ½	Period 6- Chapters 22, 23, 24, 25, 26	1865 to 1898- Industrial America, Gilded Age, Progressive Era, the Changing Role of Government, & Closing of the West, etc.
5 to 5 ½	Period 7- Chapters 27, 28, 29, 30, 31, 32, 33	1890 to 1945- Emerging World Power, World War I, Roaring 20's, Great Depression, World War II
5	Period 8- Chapters 34, 35, 36, 37	1945 to 1980- Cold War America, Prosperous 1950's, Civil Rights Era, Uncivil War 1960's/1970's, Equal Rights Amendment
1 to 1 ½	Period 9- Chapter 38, 39, 40	1980 to Present - Conservative Resurgence, Reaganomics, Confronting Global & National Dilemmas
2 Weeks	AP Test Review <b>AP US History Test Date: 8 AM May 10th, 2024</b>	Test prep, period-by-period review, skills refresher
Last 4	Movies, Projects, etc.	

**Basic Needs Policy:** If you are having any trouble securing resources and basic needs that will help you be successful in school, including but not limited to: secure housing, food, clothing, hygiene items, school supplies, internet, or technology, please let me know.

### 1.1 Syllabus Signature Assignment

I have read the syllabus with my student and understand the requirements of this course.

Student Name \_\_\_\_\_

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Parent/Gaurdian Name \_\_\_\_\_

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