

Adv. Placement U.S. HISTORY
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Office Hours: 2:00-3:00 PM Mon-Thurs
12:30-1:30 PM Friday



ABOUT THIS COURSE

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 in order 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.

COLLEGE IN THE HIGH SCHOOL CREDIT

This course is considered a Co-delivered College in the High School and Advanced Placement course. Please visit [Dual Credit Comparison](#) to explore which option is best for you.

This course qualifies for EvCC's College in the High School Program (CHS). Students seeking to earn college credit must enroll in the EvCC CHS program. Program processes and deadlines can be found at www.everettcc.edu/chs. You have the opportunity to enroll in and receive credit for the following courses: HIST 146, 147, & 148 via EvCC.

Historical Thinking Skills

You will practice and employ the following historical thinking skills via your studies this year:

Skill 1-Developments & Processes: Identify & explain historical developments & processes

Skill 2-Sourcing & Citation: Analyze sourcing & situation of primary & secondary sources

Skill 3-Claims & Evidence in Sources: Analyze arguments in primary & secondary sources

Skill 4-Contextualization: Analyze the context of historical events, developments, or processes

Skill 5-Making Connections: Using historical reasoning processes, analyze patterns & connections between & among historical developments & processes

Skill 6-Argumentation: Develop an argument

Reasoning Processes

In preparation for May's APUSH exam, you will further hone your skills at making connections by applying the following processes throughout this year:

Comparison: examine similarities & differences between historical events, movements, issues

Causation: discuss the causes and/or effects of historical events or movements

Continuity & Change: describe patterns of change or continuity & evaluate their significance

A.P. U.S. History Text

Shi, D.E. & Tindall, G.B. (2016). America: A Narrative History. 10th High School Edition. New York: W.W. Norton & Company, Inc.

Supplemental Text:

Kennedy, D.M. & Bailey, T.A. (2016). The American Spirit: United States History as Seen by Contemporaries. 13th Edition. Boston, MA: Cengage Learning.

Required Materials

1. Spiral-bound notebook, college-ruled
2. Pen, pencil, highlighter (have handy all year!)
3. Colored pencils AND black outlining pen (we get the chance to sketch a bit!)
4. Computer fully-charged & Internet access!

READING SCHEDULE (Shi & Tindall text)

FIRST SEMESTER		
September	Period 1: 1491-1607 & Period 2: 1607-1754	
6-8	Ch. 1 The Collision of Cultures	pp. 4-53
11-15	Ch. 2 England's Colonies	pp. 54-107
18-22	Ch. 3 Colonial Ways of Life	pp. 108-145
25-29	Ch. 4 From Colonies to States	pp. 146-199
October	Period 3: 1754-1800 & entry into Period 4	
2-6	Ch. 5 The American Revolution, 1776-1783	pp. 200-243
9-13	Ch. 6 Strengthening the New Nation	pp. 244-301
16-20	Ch. 7 The Early Republic, 1800-1815	pp. 302-349
23-30	Ch. 8 The Emergence of a Market Economy, 1815-1850	pp. 350-391
November	Period 4: 1800-1848	
OCT 31-NOV 3	Ch. 9 Nationalism & Sectionalism, 1815-1828	pp. 392-421
6-10	Ch. 10 The Jacksonian Era, 1828-1840	pp. 422-463
13-17	Ch. 12 Religion, Romanticism, & Reform, 1800-1860	pp. 504-553
20-30	Ch. 13 Western Expansion, 1830-1848	pp. 554-597
December	Period 5: 1844-1877	
4-8	Ch. 11 The South, Slavery, & King Cotton, 1800-1860	pp. 464-503
11-15	Ch. 14 The Gathering Storm, 1848-1860	pp. 598-637
18-Break	Ch. 15 The War of the Union, 1861-1865	pp. 638-699
JAN 3-5	Ch. 16 The Era of Reconstruction, 1865-1877	pp. 700-747
January	Period 6: 1865-1898	
8-12	Ch. 17 Business & Labor in the Industrial Era, 1860-1900	pp. 748-797
15-19	Ch. 18 The New South & the New West, 1865-1900	pp. 798-845
22-26	Ch. 19 Political Stalemate & Rural Revolt, 1865-1900	pp. 846-897
29-FEB 2	Ch. 20 Seizing an American Empire, 1865-1913	pp. 898-935
SECOND SEMESTER		
February	Period 7: 1890-1945	
5-9	Ch. 21 The Progressive Era, 1890-1920	pp. 936-985
12-23	Ch. 22 America & the Great War, 1914-1920 Ch. 23 A Clash of Cultures, 1920-1929	pp. 986-1027 pp. 1028-1061
26- MAR 1	Ch. 24 The Reactionary Twenties Ch. 25 The Great Depression, 1929-1939	pp. 1062-1103 pp. 1104-1149
MAR 4-8	Ch. 26 The Second World War, 1933-1945	pp. 146-199
March	Period 8: 1945-1980	
11-15	Ch. 27 The Cold War & the Fair Deal, 1945-1952	pp. 1214-1257
18-22	Ch. 28 Cold War America, 1950-1959	pp. 1258-1307
25-29	Ch. 29 A New Frontier & a Great Society, 1960-1968	pp. 1308-1361
8-12	Ch. 30 Rebellion & Reaction, 1960s & 1970s	pp. 1362-1413
April	Period 9: 1980-Present	
15-19	Ch. 31 Conservative Revival, 1977-1990	pp. 1414-1457
22-26	Ch. 32 Twenty-First-Century America, 1993-present	pp. 1458-1515

May EXAM PREP	
APR 29-MAY 3	EXAM REVIEW (week 1)
6-9	EXAM REVIEW (week 2)
10	Friday morning, APUSH Exam!

GRADING POLICY & ACADEMIC INTEGRITY

Seek to always do your best! You earn your grade based on how you perform in three categories: formative assessments, summative assessments, & daily work. I will compute your grade in this course by tabulating your point scores and weighting them using the following category percentage weights:

Formative 35%	Summative 45%	Daily Work 20%
<ul style="list-style-type: none"> • Quiz performance • Canvas discussion contributions • One-pagers 	<ul style="list-style-type: none"> • Period Test performance • Map projects • CBA—in class essay write 	<ul style="list-style-type: none"> • Text notes • Speed-writes, reflection activities • Map sheets • Exit/Entry tickets

I assign letter grades using the following percentage scale:

A 93-100%	B+ 87-89%	C+ 77-79%	D 60-69%
A- 90-92%	B 83-86%	C 73-76%	F 50-59.99%
	B- 80-82%	C- 70-72%	

Plagiarism & Cheating

I am interested in what YOU have to say within an assignment or essay. Copying the work of others or cheating on an exam only hurts your learning. Copying the work of others involves a *conscious choice*, both by the copier and—in some cases—the provider of materials. Should this unfortunate and rare situation arise, note that I will take the following actions:

1. I will submit a discipline referral via Skyward. This will notify your assigned administrator of the circumstance. It may also inhibit future membership in National Honor Society.
2. I will also schedule a meeting or phone call with your parents to review the circumstances.

Please protect the work that you have worked so hard to complete. It is never acceptable to give your work over to a friend or classmate for that person to copy. A better choice would be to enable and expand your friend or classmate's skill set. Seek to enhance the learning of your peers by sharing with them not what but how you achieve through honest study!

Improving Exam Scores via the MetaCog Process

You have the opportunity in this course to improve your exam scores (formative quizzes and summative unit tests) by engaging in the MetaCog process. Please note, the process itself asks you to think about your performance and to write clearly. It also requires that you engage in deep thinking about every question that you missed on the exam and to write about it.

By completing the MetaCog process, you will be able to improve your exam score by **20%**! I'll discuss the process further when we get to our first exam of the year. Stay tuned!

GENERAL CLASSROOM EXPECTATIONS

This classroom community works because of you. We come together in this space as one body, but we all hail from differing backgrounds, experiences, beliefs, and customs. I want each of us to bring the best of ourselves to this place. No doubt it will be a challenge and this pandemic has truly tested our nation. But I believe in our nation's future because YOU are its future. As a result, I think that we're in good hands. Generally-speaking, our class will function best if we:

- Contribute our own thoughts & understanding to our work & discussions
- Assume that the history we learn here will help us to make the world a better place
- Appreciate & value the diversity of opinions expressed by our classmates
- Understand that our varied experiences have shaped our unique outlooks
- Value our limited time together online & come prepared to make the best of it

CELL PHONES AND PERSONAL ELECTRONIC DEVICES

Snohomish High School is committed to *establishing a culture for learning*. There is no doubt that smartphones have remarkable capabilities which could promote student learning. However, research shows that most students use their phones primarily to access digital amusements. This is a barrier to learning. Cell phones and other personal connected electronic devices will be turned off and put away in the phone pocket while in class and during instructional time. Students will not use their cell phones while taking restroom breaks.

Exceptions: Cell phones may be used for a teacher-led academic learning activity (i.e., Kahoot!). Students may use their cell phones appropriately before school, during passing times, at lunch, and after school.

ATTENDANCE POLICY

For you to get the most out of your school experience and to advance both your learning and that of your fellow community members, your presence in class is paramount. Absences & "life" happens and I understand that you may miss a day or two throughout the year. Note that you must follow-up up electronically the day of your absence or upon your return. Email contact is very helpful; it can hasten the catch-up process. ***Don't hesitate to contact all of your teachers regarding an absence!*** Also follow-up with our Attendance Secretary immediately to excuse your absence.

TARDIES—Be on time to class each and every day. This means being in your seat ready with your materials BEFORE the bell rings, not after. Being in the restroom without prior approval will not excuse one's being tardy to class. I will follow our school's progressive discipline approach when it comes to tardies within a given semester. That approach is defined as follows:

- 1st tardy**--Warning
- 2nd tardy**—Warning plus a call home
- 3rd tardy**—Detention (1 hr.) plus a call home
- 4th tardy**—Two detentions (total of 2 hrs.) plus a call home
- 5th tardy**—Administrative referral

LATE WORK: Work submitted late (after the day that it is due) can earn **no more than 50%**. Work assigned within a Period (Unit) is due at the conclusion of that Period (Unit). I will not accept it after that time. Those absent on a due date must return to school the next day with their assignment completed.

Otherwise, I will deem the piece “late.” An unexcused absence makes an assignment late automatically. In addition, you will receive a zero score on **any exams taken** late until an unexcused absence is cleared as “Excused.”

EXTENSIONS?--Extensions are possible with assignments, but they require a personal email or conference before the due date. I will consider mitigating factors such as on-task behavior in class, attendance, and external issues when considering an extension. The date something is due and the moment at which something is to be turned-in is not the time to request an extension!

SPECIAL NOTE: The Snohomish School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

Civil Rights Coordinator, Title IX Coordinator and ADA – Darryl Pernat, 1601 Avenue D, Snohomish, WA 98290, 360-563-7285, darryl.pernat@sno.wednet.edu;

Section 504 Coordinator and Harassment, Intimidation and Bullying – Shawn Stevenson, 1601 Avenue D, Snohomish, WA 98290, 360-563-7314, shawn.stevenson@sno.wednet.edu.