



RIVERVIEW HIGH SCHOOL



AP UNITED STATES HISTORY

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Course Description

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history 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, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society.

(AP U.S. History, The College Board)

Performance Standards

The content learning objectives for the AP U.S. History course and exam are organized under seven themes, which are topics of historical inquiry to explore throughout the AP U.S. History course:

- Identity - This theme focuses on the formation of both American national identity and group identities in U.S. history. Students should be able to explain how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history, with special attention given to the formation of gender, class, racial, and ethnic identities. Students should be able to explain how these sub-identities have interacted with each other and with larger conceptions of American national identity.
- Work, Exchange, and Technology - This theme focuses on the development of American economies based on agriculture, commerce, and manufacturing. Students should examine ways that different economic and labor systems, technological innovations, and government policies have shaped American society. Students should explore the lives of working people and the relationships among social classes, racial and ethnic groups, and men and women, including the availability of land and labor, national and international economic developments, and the role of government support and regulation.
- Peopling - This theme focuses on why and how the various people who moved to, from, and within the United States adapted to their new social and physical environments. Students examine migration across borders and long distances, including the slave trade and internal migration, and how both

newcomers and indigenous inhabitants transformed North America. The theme also illustrates how people responded when “borders crossed them.” Students explore the ideas, beliefs, traditions, technologies, religions, and gender roles that migrants/immigrants and annexed peoples brought with them, and the impact these factors had on both these peoples and on U.S. society.

- **Politics and Power** - Students should examine ongoing debates over the role of the state in society and its potential as an active agent for change. This includes mechanisms for creating, implementing, or limiting participation in the political process and the resulting social effects, as well as the changing relationships among the branches of the federal government and among national, state, and local governments. Students should trace efforts to define or gain access to individual rights and citizenship and survey the evolutions of tensions between liberty and authority in different periods of U.S. history.

- **America in the World** - In this theme, students should focus on the global context in which the United States originated and developed, as well as the influence of the U.S. on world affairs. Students should examine how various world actors (such as people, states, organizations, and companies) have competed for the territory and resources of the North American continent, influencing the development of both American and world societies and economies. Students should also investigate how American foreign policies and military actions have affected the rest of the world as well as social issues within the U.S. itself.

- **Environment and Geography — Physical and Human** - This theme examines the role of environment, geography, and climate in both constraining and shaping human actions. Students should analyze the interaction between the environment and Americans in their efforts to survive and thrive. Students should also explore efforts to interpret, preserve, manage, or exploit natural and man-made environments, as well as the historical contexts within which interactions with the environment have taken place.

- **Ideas, Beliefs, and Culture** - This theme explores the roles that ideas, beliefs, social mores, and creative expression have played in shaping the United States. Students should examine the development of aesthetic, moral, religious, scientific, and philosophical principles, and consider how these principles have affected individual and group actions. Students should analyze the interactions between beliefs and communities, economic values, and political movements, including attempts to change American society to align it with specific ideals.

The Four Historical Thinking Skills (Competencies)

Overview

History is a sophisticated quest for meaning about the past, beyond the effort to collect information. Historical analysis requires familiarity with a great deal of information — names, chronology, facts, events and the like. Without reliable and detailed information, historical thinking is not possible. Yet historical analysis involves much more than the compilation and recall of data; it also requires several distinctive historical thinking skills. The four historical thinking skills presented below, along with the descriptions of the components of each skill, provide an essential framework for learning to think historically.

These descriptions are intended to facilitate coordination of the history curriculum at the secondary level to ensure that all AP history courses share a common understanding about historical thinking

and that preceding courses lay the foundation in these historical thinking skills. The skills outlined below apply to all three AP history courses (European History, U.S. History and World History).

1. Crafting Historical Arguments from Historical Evidence

Historical Argumentation

Historical thinking involves the ability to define and frame a question about the past and to address that question through the construction of an argument. A plausible and persuasive argument requires a clear, comprehensive and analytical thesis, supported by relevant historical evidence — not simply evidence that supports a preferred or preconceived position. Additionally, argumentation involves the capacity to describe, analyze and evaluate the arguments of others in light of available evidence.

Appropriate Use of Relevant Historical Evidence

Historical thinking involves the ability to identify, describe and evaluate evidence about the past from diverse sources (including written documents, works of art, archaeological artifacts, oral traditions and other primary sources), with respect to content, authorship, purpose, format and audience. It involves the capacity to extract useful information, make supportable inferences and draw appropriate conclusions from historical evidence while also understanding such evidence in its context, recognizing its limitations and assessing the points of view that it reflects.

2. Chronological Reasoning

Historical Causation

Historical thinking involves the ability to identify, analyze and evaluate the relationships between multiple historical causes and effects, distinguishing between those that are longterm and proximate, and among coincidence, causation and correlation.

Patterns of Continuity and Change over Time

Historical thinking involves the ability to recognize, analyze and evaluate the dynamics of historical continuity and change over periods of time of varying length, as well as relating these patterns to larger historical processes or themes.

3. Comparison and Contextualization

Comparison

Historical thinking involves the ability to describe, compare and evaluate multiple historical developments within one society, one or more developments across or between different societies, and in various chronological and geographical contexts. It also involves the ability to identify, compare and evaluate multiple perspectives on a given historical experience.

Contextualization

Historical thinking involves the ability to connect historical developments to specific circumstances of time and place, and to broader regional, national or global processes.

4. Historical Interpretation and Interpretation

Historical thinking involves the ability to describe, analyze, evaluate and create diverse interpretations of the past — as revealed through primary and secondary historical sources — through analysis of evidence, reasoning, contexts, points of view and frames of reference.

Course Textbook

Faragher, John M. *Out of Many: A History of the American People*. Upper Saddle River, N.J.: Pearson/Prentice Hall. Print

Recommended Reading

APHG Study Book (5 steps to a 5, The Princeton Review, Barron's, Kaplan, etc.)

Taylor, Alan, and Eric Foner. *American Colonies: [the Settling of North America]*. New York: Penguin Books, 2010. Print.

Attendance Policy (If applicable.)

Riverview IB Policy: In order to comply with IB authorization, students must be able to document the appropriate number of hours in class. Therefore, in an effort to develop proper employability skills when it comes to time-in-learning:

1. All absences from school will be treated the same way regardless of the designation as excused or unexcused.
2. At semester, any missed classes over 9 will be rectified by Saturday study sessions (1 hour per missed class). Alternative days, such as professional days may be substituted.
3. Time during the study sessions will be productively used by covering essential studies missed during course time.
4. On approximately April 1, any missed classes over 15 will be rectified by similar Saturday study sessions.
5. Missing more than ten days of school during a semester of school may result in the loss of "good standing" status with the IB program. These students may be placed on probation or removed from the program. Students must be in "good standing" in order to sit for any IB examinations.

Juniors & Seniors: DP candidates and CP students who do not fulfill the attendance policy will NOT be allowed to sit for IB exams

Grading Policy + Late Work Policy /Assignment Weights/Withdrawal from Course

All students will be expected to keep up with the readings from the Out of Many textbook. Students must have a textbook as their primary source for information but students may also access readings, class schedule, etc. at www.steffyrhssrq.com. The web page for a chapter may not be altered once that chapter has begun. Students will need to look to the schedule at the front of the room for changes. Changes may also be communicated through a class Remind. Students will also be expected to complete guided notes on a template that will be provided. Student notes will be graded through announced or unannounced collection of them throughout the year.

Students are expected to keep a 3-ring binder. The following divisions of the binder is recommended: Notes, Handouts, Tests/Quizzes, Assignments. Grades will be posted on a regular basis and can be accessed using Cross Pointe.

Students will take the APUSH test on Friday, May 8th and may earn college credit which on average saves \$700-\$1000 per AP test passed. In the state of Florida all public colleges must take a passing score of 3 or higher for college credit. Private schools while not usually giving college credit for AP classes do use them for admittance purposes. To assess student readiness for the AP Exam as well as giving them insight upon their strengths and weaknesses all students will be taking a mock exam, date TBD. This mock exam will also count as their final for the year. If a student must miss that day then they are to schedule a time to take it BEFORE the mock exam date. If taken after the regular mock a 30% deduction will be applied to their final exam grade.

Grades:

30% - Quizzes, Standard IDs

30% - DBQ, LEQ, SAQs

20% - Projects, Assignments.

20% - Employability – A record will be kept of the following:

- See Standards of Conduct in Course

Students will have one days grace to turn in any assignments for full credit. This does NOT apply to projects or any announced major grade. The student will have one day to turn in any assignment for every day they have an **excused** absence. If the students absence remains unexcused or is turned in past the one days grace a deduction of 30% will be taken from the individual students grade for that assignment. It is up to the student to request any make-up work & inform the teacher when/if their unexcused absence turns into an excused absence. If the absent student is working with a partner they are required to communicate the needed information to their partner to complete the required task.

If a student needs extra help I am available with an appointment not less than 24 hours advanced notice. If I am not available for a scheduled day that student will be notified through email or Remind as soon as possible.

*If you decide that this, or any other, AP course is not for you then you MUST receive administrative approval from the Assistant Principal over the AP Program. If you withdraw from an AP course you may be liable for the cost of the AP test.

Statement of Plagiarism

Plagiarism is the use of ideas, facts, opinions, illustrative material, data, direct or indirect working of another scholar and/or writer – professional or student – without giving proper credit. Expulsion from program, suspension, or any lesser penalty may be imposed for plagiarism.

Standards of Conduct in Course

Communication: Students are expected to communicate in a range of ways. Communication includes listening, speaking, writing, viewing, presenting, reflecting, and engaging. Students are expected to participate in a wide range of classroom activities and discussions, adding their thoughts and ideas while listening and considering the ideas of others. Respectful and authentic engagement is expected throughout the course.

Social Navigation: Social navigation is about being thoughtful about others and the world around you. Show up on time, prepared, and ready to start class. Accept responsibility for yourself and your choices, be respectful to others in all contexts, as well as the educational process, cooperate with others, participate willingly in a variety of group roles, work towards conflict resolution when needed, participate in group decision making and participation, explore a variety of perspectives, and develop empathy.

Student Responsibility: Contribute to a safe environment, stay organized, manage your time appropriately – no working on other class work while in class, sleeping, game playing, etc.