



## Course Syllabus

AP US History | School Year 2020-2021

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**Objective:** The AP US History course is designed to fully prepare students for the AP US History class offered at high schools as well as the actual AP History test. This course also aims to teach students key historical thinking skills, including contextualization, argumentation, and historiography.

**Prerequisites:** None

**Instructor Contact Information:**

Victoria Schmit

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**Website:**

All course materials (waiver, syllabi, etc.) will be posted on the course website under “AP US History.” Links for Dropbox (files) will also be accessible through the website. The website will be accessible throughout the school year for summer students.

**Class Times:**

Lecture: Thursdays 6:00 PM – 7:30 PM

**Additional Help:** Questions can be posted to the Google Classroom or sent via email. If questions are about a specific problem, photos are helpful when asking questions about your work

**Required Materials:**

- Notebook for taking notes
- Folder for handouts, worksheets, etc.
- Pencils, erasers, etc.

**Program Cost:** \$575 tuition per semester

Note: the full program cost is due on the first day of lecture, either in person (cash/check) or via Paypal online. If the student for some reason must miss the first day, the fees must be paid by the first attended lecture. The program fee is non-refundable unless unexpected and severe circumstances arise.

**Grading:** The grade distribution is as follows: Homework 25%, Attendance 10%, Quizzes 25%, Final 40%.

**Homework:** In order to keep everyone up to speed on the material being covered, online quizzes will be assigned after each lesson (weekly).. They will serve as homework. These are short (15 minutes) and will cover the most recent lecture material. Please feel free to use any course materials, including the reader, lecture notes, or your textbook, to complete the quiz. Quizzes are accessible on the course website.



**Unit Tests:** In order to accustom the student to writing about history in an AP format, questions based off of AP test long answer questions or document based questions will be given at the end of each period. These must be around ~500 words, and must include keywords related to the period, in accordance with AP US History guidelines. Please feel free to use any course materials, including the reader, lecture notes, or lab manual, to complete the quiz. Tests are accessible on the course website.

**Fall Midterm Exam:** All students are encouraged to take the fall midterm exam, which will be assigned on the second to last day of the fall semester to be taken in a 90 minute timeframe. No cheating or extra time is permitted, on the honor system. The corrected tests with feedback will be returned during the following lecture, where we will discuss any questions as a class. The purpose of the midterm exam is to make sure the information taught is being retained and to quantitatively assess the students' progress in their understanding of history and historiography..

**Spring Final Exam:** All students are encouraged to take the comprehensive spring final exam, which will be assigned on the second to last day of the spring semester class to be taken in a 90 minute timeframe. No cheating or extra time is permitted, on the honor system. The corrected tests with feedback will be returned during the following lecture, where we will discuss any questions as a class. The purpose of the final exam is to make sure the information taught is being retained and to quantitatively assess the students' progress in their understanding of history and historiography, and make sure they are accurately prepared for their AP US History exam.

**Textbooks:** All of the presentations will be posted online. Curriculum is based on Barron's AP United States History guide. It is highly recommended (but not necessary) that you purchase this guide, as it will be helpful in summarizing content.

**Notes:** Please bring a notebook and pencil to take notes. This is not graded or collected, but it is a good habit to always take notes in any class for future reference, studying, or staying awake during lecture.

**Tentative Nature of the Syllabus:** The contents of this syllabus and attached schedule are tentative in nature and may be subject to change or revision. The instructor holds the right to make changes to the schedule and/or organization of the class as necessary. Students and parents will be identified of any changes via email.

**Special Accommodations:** If your student requires special accommodations, please notify the instructor as soon as possible.

## Tentative Schedule

Date	Lesson	Topic
9/17	Lecture 1	<i>Period 1: 1491-1607: Native Americans, European Exploration, and Spanish Conquest</i>
9/24	Lecture 2	<i>Period 1: 1491-1607: European Exploration, and Spanish Conquest</i>
10/1	Lecture 3	<i>Period 2: 1607-1754: Colonial Society and Culture</i>
10/8	Lecture 4	<i>Period 2: 1607-1754: British Colonies</i>
10/15	Lecture 5	<i>Period 3: 1754-1800: The Seven Year's War, Taxation Without Representation, and Revolutionary Ideals.</i>
10/22	Lecture 6	<i>Period 3: 1754-1800: The American Revolution</i>
10/29	Lecture 7	<i>Period 3: 1754-1800: The Articles of Confederation and the Constitution</i>
11/5	Lecture 8	<i>Period 4: 1800-1848: Washington and Adams; Political Parties</i>
11/12	Lecture 9	<i>Period 4: 1800-1848: The Jeffersonian Era</i>
11/19	Lecture 10	<i>Period 4: 1800-1848: The Age of Jackson</i>
11/26	HOLIDAY	
12/3	Lecture 11	<i>Period 4: 1800-1848: The Second Great Awakening, and the Age of Reform</i>
12/10	Lecture 12	<i>Period 5: 1844-1877: Manifest Destiny, the Mexican-American War, and the Compromise of 1850</i>
12/17	Lecture 13	<i>Period 5: 1844-1877: The Antebellum Era</i>
12/24	HOLIDAY	
12/31	HOLIDAY	
1/7	Lecture 14	<i>Period 5: 1844-1877: The Civil War</i>
1/14	Lecture 15	<i>Period 5: 1844-1877: Reconstruction</i>
1/21	Review	
<b>1/28</b>	<b>Fall Exam</b>	<b>Periods 1-5</b>
2/4	Exam Review	
2/11	Lecture 16	<i>Period 6: 1865-1898: Westward Expansion,</i>

2/18	Lecture 17	<i>Period 6: 1865-1898: The New South</i>
2/25	Lecture 18	<i>Period 6: 1865- 1898: The Gilded Age: The Rise of Industrial Capitalism</i>
3/4	Lecture 19	<i>Period 6: 1865-1898: The Gilded Age: Politics, Labor, and Culture</i>
3/11	Lecture 20	<i>Period 7: 1890-1945: American Imperialism,, Progressives</i>
3/18	Lecture 21	<i>Period 7: World War One and Woodrow Wilson</i>
3/25	Lecture 22	<i>Period 7: The 1920s and Isolationism</i>
4/1	Lecture 23	<i>Period 7: 1890-1945: The Great Depression and The New Dea</i>
4/8	HOLIDAY	
4/15	Lecture 24	<i>Period 7: World War Two</i>
4/22	Lecture 25	<i>Period 8: 1945-1980: The Cold War</i>
4/29	Lecture 26	<i>Period 8: 1945-1980: The Civil Rights Movement</i>
5/6	Lecture 27	<i>Period 9: 1980-Present: Globalization</i>
5/13	Lecture 28	<i>Period 9: 1980-Present: The Era of Technology</i>
5/20	Review	
<b>5/27</b>	<b>Spring Exam</b>	<b>Periods 1-9</b>
6/3	Exam Review	

*\*Note: Lectures are subject to change if unexpected circumstances arise.*

## Learning Outcomes:

- Students will be able to critically analyze the importance of American identity in context and culture. This includes explaining how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.
- Students will understand the significance and interpretations of the Constitution through have shaped debates over rights, liberties, and definitions of citizenship. In turn, they will understand how such debates have affected American values, politics, and society.
- Students will understand the significance of political movements and struggles for power.
- Students will be able to identify different parties throughout American history. They will understand how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.
- Students will learn how popular movements, reform efforts, and activist groups have sought to change American society and institutions.
- Students will understand how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.
- Students will learn the relationship between how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society
- Students will learn how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.
- Students will be introduced to how technological innovation has affected economic development and society.
- Students will be taught how religious groups and ideas have affected American society and political life.
- Students will be taught how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.
- Students will understand how ideas about women's rights and gender roles have affected society and politics.
- Students will be able to critically analyze and explain the importance of how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.
- Students will analyze how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.
- Students will explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.
- And much more!