

Advanced Placement (AP) United States History Course Syllabus, 2019-2020

Mrs. Shattuck

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Course Description:

The Advanced Placement (A.P.) United States History class is a survey of U.S. History from Pre Colonization to the end of the 20th century. Over the course of the year we will try to achieve a balance between the study of historical facts and analysis of historical themes. We will use historical thinking skills in order to create arguments and judgments about events throughout our history. We will strive to become well versed in America's political, diplomatic, economic, social, and cultural history. We will also work to improve your ability to do analytical writing at the collegiate level. **It cannot be overstressed that this is a college course.** It will employ college-level texts and readings and move at a college pace. Students' work ethic and perseverance must be of similar intensity.

Textbook:

Kennedy, David and Cohen, Lizabeth, *American Pageant* 15th edition

Supplemental Study Guide:

Newman, John J., and Schmalbach John M., *United States History: Preparing for the Advanced Placement Exam*.
AMSCO School Publications, Inc.

*Additional in-class and outside supplemental readings will be required.

**Student textbooks will be individually assigned. They are required to cover their books and bring them to class each day. Failure to return an assigned textbook can result in delay of graduation.

Course Expectations:

- The AP US History course is equivalent to a freshmen/sophomore level college course. It is designed to provide a rigorous academic foundation that will prepare you for the AP US History Exam given in May. Passing the AP US History Exam can earn students up to 6 college credit hours depending on score and institution.
- All Brooks DeBartolo students enrolled in the AP US History course will take the AP US History Exam on Friday **May 8th, 2020 @ 8:00**. Students must arrive on campus by 7:30. **NO MAKE UPS OFFERED.**
- Success in this course requires commitment. Students must be in class to learn. Students must complete their assignments to learn. Your instructor expects students to seek knowledge, participate in class, and to accept the responsibility of the course work load. This is a difficult course and if you are not willing to do the work you should request another class.
- All students with academic accommodations **must** see Mrs. Denney in regards to the College Board's rules and procedures for AP testing.

AP Exam Description:

The AP US History Exam is 3 hours and 15 minutes long and is split into two sections which include a 95 minute multiple choice/ short answer section and a 100 minute free response essay section.

Section	Question Type	# of Questions	Timing	% of total exam score
I	PART A: Multiple Choice	55	55 minutes	40%
	PART B: Short Answer	3	40 minutes	20%
II	PART A: Document Based Question	1	60 minutes	25%
	PART B: Long Essay Question	1	40 minutes	15%

Advanced Placement American History I Lesson 30

Handout 3

L Darling-Hammond



Advanced Placement American History I Lesson 30 Handout 3:

Department of the Army Pamphlet, 1951 *America, History and Life*, 2003 Provides historical coverage of the United States and Canada from prehistory to the present Includes information abstracted from over 2 000 journals published worldwide *El-Hi Textbooks & Serials in Print*, 2005 Understanding and Teaching Contemporary US History Since Reagan Kimber Quinney, Amy L. Sayward, 2022-12-20 Introduction Teaching contemporary history since Reagan Amy L Sayward and Kimber M Quinney Life liberty or property analyzing American identity through open resources Monica L Butler Examining African American voter suppression from Reagan to Trump Aaron Treadwell Work does not stop with this march on Washington LGBTQ national mobilizations 1979 2009 Josh Cerretti Public debate citizenship participation and recent US Supreme Court nominations Leah Valley The drug war era from the crack epidemic to the opioid crisis Kathryn McLain and Matthew R Pembleton A difficult balance national security and democracy from Reagan to Trump Kimber M Quinney Explaining Waco how historians come to different conclusions about what really happened Andrew Polk A nation at risk Education debates and policies from Reagan to Trump Carl P Watts Undermining the sandbags How neoliberalism encouraged undocumented migration from the 1980s to the early 2020s Benjamin C Montoya Racializing legality in post 1965 immigration debates Natalie Mendoza Something old something new something purple US military adaptation from the renewed Cold War to resurrected confrontation Hal Friedman Arctic nation climate change changes policy Jeremy M McKenzie and Laura Krenicki Pushing back nuclear disarmament and peace activism during the Cold War and beyond Lori Clune Framing America for the world understanding US foreign policy rhetoric using presidential speeches before the UN General Assembly Amy L Sayward Teaching women and US foreign policy Hillary Rodham Clinton and women s rights as human rights Allida Black and Kate English **The Wiley International Handbook of History Teaching and Learning** Scott Alan Metzger, Lauren McArthur Harris, 2018-04-10 A comprehensive review of the research literature on history education with contributions from international experts The Wiley International Handbook of History Teaching and Learning draws on contributions from an international panel of experts Their writings explore the growth the field has experienced in the past three decades and offer observations on challenges and opportunities for the future The contributors represent a wide range of pioneering established and promising new scholars with diverse perspectives on history education Comprehensive in scope the contributions cover major themes and issues in history education including policy research and societal contexts conceptual constructs of history education ideologies identities and group experiences in history education practices and learning historical literacies texts media and social spaces and consensus and dissent This vital resource Contains original writings by more than 40 scholars from seven countries Identifies major themes and issues shaping history education today Highlights history education as a distinct field of scholarly inquiry and academic practice Presents an authoritative survey of where the field has been and offers a view of what the future may hold Written for scholars and

students of education as well as history teachers with an interest in the current issues in their field The Wiley International Handbook of History Teaching and Learning is a comprehensive handbook that explores the increasingly global field of history education as it has evolved to the present day **Learning Directory** ,1970 *Resources in Education* ,1998

Second Catalogue of the Library of the Peabody Institute of the City of Baltimore, Including the Additions Made Since 1882 Johns Hopkins University. Peabody Institute. Library,George Peabody Library,1899 The Athenaeum ,1837 Journal of Education ,1882

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Table of Contents Advanced Placement American History I Lesson 30 Handout 3

1. Understanding the eBook Advanced Placement American History I Lesson 30 Handout 3
 - The Rise of Digital Reading Advanced Placement American History I Lesson 30 Handout 3
 - Advantages of eBooks Over Traditional Books
2. Identifying Advanced Placement American History I Lesson 30 Handout 3
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Advanced Placement American History I Lesson 30 Handout 3
 - User-Friendly Interface
4. Exploring eBook Recommendations from Advanced Placement American History I Lesson 30 Handout 3

- Personalized Recommendations
 - Advanced Placement American History I Lesson 30 Handout 3 User Reviews and Ratings
 - Advanced Placement American History I Lesson 30 Handout 3 and Bestseller Lists
5. Accessing Advanced Placement American History I Lesson 30 Handout 3 Free and Paid eBooks
- Advanced Placement American History I Lesson 30 Handout 3 Public Domain eBooks
 - Advanced Placement American History I Lesson 30 Handout 3 eBook Subscription Services
 - Advanced Placement American History I Lesson 30 Handout 3 Budget-Friendly Options
6. Navigating Advanced Placement American History I Lesson 30 Handout 3 eBook Formats
- ePub, PDF, MOBI, and More
 - Advanced Placement American History I Lesson 30 Handout 3 Compatibility with Devices
 - Advanced Placement American History I Lesson 30 Handout 3 Enhanced eBook Features
7. Enhancing Your Reading Experience
- Adjustable Fonts and Text Sizes of Advanced Placement American History I Lesson 30 Handout 3
 - Highlighting and Note-Taking Advanced Placement American History I Lesson 30 Handout 3
 - Interactive Elements Advanced Placement American History I Lesson 30 Handout 3
8. Staying Engaged with Advanced Placement American History I Lesson 30 Handout 3
- Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Advanced Placement American History I Lesson 30 Handout 3
9. Balancing eBooks and Physical Books Advanced Placement American History I Lesson 30 Handout 3
- Benefits of a Digital Library
 - Creating a Diverse Reading Collection Advanced Placement American History I Lesson 30 Handout 3
10. Overcoming Reading Challenges
- Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Advanced Placement American History I Lesson 30 Handout 3
- Setting Reading Goals Advanced Placement American History I Lesson 30 Handout 3
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Advanced Placement American History I Lesson 30 Handout 3

- Fact-Checking eBook Content of Advanced Placement American History I Lesson 30 Handout 3
- Distinguishing Credible Sources

13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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