**Advanced Placement United States History 2017-2018**

**(APUSH)**

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**The course:**

APUSH is the study of United States History from the Pre-Columbian times to the modern era. This history is divided into the following **nine historical periods**.

**Period 1: 1491-1607**

**Period 2: 1607-1754**

**Period 3: 1754-1800**

**Period 4: 1800-1848**

**Period 5: 1844-1877**

**Period 6: 1865-1898**

**Period 7: 1890-1945**

**Period 8: 1945-1980**

**Period 9: 1980-Present**

Our study will trace ***seven major themes*** throughout the above periods. Those themes are:

**1. Identity**

**2. Work, exchange and technology**

**3. Peopling**

**4. Politics and power**

**5. America in the world**

**6. Environment and geography**

**7. Ideas, beliefs, and culture.**

Our primary goal in this study is to promote ***essential historical thinking skills***. Those skills are:

**1. Historical Causation**

**2. Patterns of Continuity and Change over Time**

**3. Comparison**

**4. Contextualization**

**5. Historical Argumentation**

**6. Appropriate Use of Relevant Historical Evidence**

**7. Interpretation**

Focusing on the above periods, themes, and skills will ensure a greater understanding of the history of this great nation and will also prepare students for the **Advanced Placement Exam** in May.

**Texts**

*Kennedy, David, and Cohen, Lizabeth,* ***The American Pageant,*** *AP Edition, 16th Edition, Cengage Learning, Boston, MA, 2015.*

We will also use materials from other sources, such as *The Constitutional Rights* *Foundation,* the *Major Problems* series from D. C. Heath and Company, and *For the* *Record: A Documentary History of America* from W. W. Norton & Company, in addition to multiple websites.

**Organization**

The course will be broken into units of approximately two week periods. Each unit will consist of several readings with study guide questions and major terms to know. Individual units may consist of a variety of activities including, lecture, discussion, independent research, cooperative activities, and presentations. Each unit will conclude with a summative assessment consisting of multiple choice, short answer, and/or free response essay or DBQ.

**Grading**

Nine weeks grades will be determined using the following break down

**Summative Assessment – 65% (tests, major essays, or projects)**

**Predictive Assessment – 25% (quizzes, some projects)**

**Student work- 10% (daily assignments, document analysis, etc.)**

**What will students need each day?**

1. A binder (I suggest 3 inch) and loose leaf paper.
2. Textbook and pen or pencil
3. A willingness to think and participate.

**Final Note**

1. This course will be challenging and will require considerable effort.
2. You will get out of this course what you put into it!
3. Students will never have “nothing to do” for APUSH
4. You are always free to contact me with questions or concerns