

# AP U.S. History Syllabus

Mr. Liew

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COVID  
EDITION

Office Hours:

Tuesday: 2:45-3:45 or by appointment

## The Course:

This class is designed to be a college level course and will prepare you for the AP exam in May. We will be looking at the history of the United States from pre-Colonial times to the present. As we explore different events, people, and concepts, we learn that history is not merely a bunch of things to remember but affects or has affected us today in modern society. Much of what we are today is a result of pain, suffering, and oppression that occurred as a result of tension between race, class, and gender struggles and inequality. In order to best understand history, we will be learning skills through the use of historical interpretation, comparison, causation, and contextualization. Each unit will require large amounts of reading a variety of sources and will focus on writing in the lens of historical analysis.

*\*in light of our recent events and a movement in our community to support and live out Black Lives Matter inside the classroom and outside the classroom, there is an expectation to share thoughts, be open to other perspectives, and to be active learners during this process of understanding race and racism in our country.*

## Course Expectations:

**Reading:** Students are expected to read the assigned chapters prior to the week it is due. Students should be prepared to read on a regular basis (4-6 hours a week).

**Assignments:** Assignments are due on the dates assigned. Late work is NOT accepted, please be sure to complete assignments on time. Missed or late work will be accepted with an excused absence only.

**Integrity Policy:** Students are expected to uphold the highest value of integrity in the classroom. There is a 0 tolerance policy when it comes to academic dishonesty. Any cheating will result in a 0 with no chance for a makeup, there will be NO exceptions. This will also mean there will be no chance for a defense.

Attendance Policy: You will be expected to arrive on time for class. Each tardy and unexcused absence will affect your grade. You are responsible for work when you are absent or tardy. You will have up to the end of the week of the due date of the assignment to make up for any work that was missed.

### Throwing Out P.C.:

po·lit·i·cal cor·rect·ness

pə'lidəkəl kə'rek(t)nəs/

noun

the avoidance, often considered as taken to extremes, of forms of expression or action that are perceived to exclude, marginalize, or insult groups of people who are socially disadvantaged or discriminated against.

The nature of this class will challenge many of today's issues. We're going to have to learn to throw out Political Correctness as we engage in discussions. This will allow us to be more effective in our discussions and allow us to learn more through lectures as we engage in historical themes that have excluded, marginalized, and discriminated against various people groups. The history of the United States is an offensive one, and only if we engage it for what it is can we realize what needs to change.

### The Purpose:

The purpose of this course is...

...for us to explore history and learn how we, as a nation, arrived at where we are today.

...for you to learn that YOU can make a difference.

...for you to learn the skills needed to succeed post high school.

...for you to develop into a critical thinker.

...for you to learn to develop YOUR position and personal stance on controversial topics and global topics.

...for you to become a productive member of our global, national, and local society

### The AP Test:

This is a major component of the class. By the end of this course, you should be proficient enough to pass this test. You will not be required to take the test but you will be encouraged to attempt to pass it. If you pay attention and work diligently in my class, you will learn the knowledge and skills needed to pass this test.

### Course Texts:

Kennedy, David M., and Lizabeth Cohen. *The American Pageant: A History of the American People*. 14th Ed., AP ed. Boston, MA: Wadsworth Cengage Learning, 2010. Print.

Newman, J. J., & Schmalbach, J. M. (2019). *AMSCO United States history*. Logan, IA: Perfection Learning.

[Access AMSCO HERE](#)

[BUY AMSCO HERE](#)

Note on texts: Course texts and resources will be available online or in the classroom. I will make sure to assign work that you will be able to access without having to purchase anything.

### Digital Literacy:

The class will require the use of several digital platforms that you will use throughout the school year. Please be prepared to learn how to use these so that we can effectively be prepared for learning.

- OneNote- digital notebook platform
- Microsoft Teams- Online Meeting Space
- PowerSchool- Schoolwide platform for assignments and access to resources
- Other supportive websites: Padlet, Quizlet,

### Required Materials:

- Dedicated notebook for reading notes
- Apple Macbook (provided by the school) – Please have it charged during class.
- Notecards to make flash cards
- Access to my weebly

### Grading: (SUBJECT TO CHANGE)

#### Homework – 20%

- Homework Packets (w/Stamp Card)
- Chapter Readings
- Discussion Board Posts
- Unit Packets

#### Assessments – 35%

- Chapter Quizzes & Other Quizzes
- Unit Tests and Finals
- States Test

#### Classwork – 30%

- In Class Projects & Assignments
- Movies:

Movies: Students will be expected to attend 2 films a semester. All films will be shown after school and the schedule will be given on a quarterly basis. ***\*movies will be shown online via Netflix watch parties OR watching in your own.*** We will be using movies and films as a way to understand history. I have screened each of these movies and films to make sure that it is 100% appropriate for the class, and I will skip scenes that are inappropriate for your student. Some of these films contain violence and some suggestive sexual scenes (it does not show any nudity). These scenes are not used for entertainment but rather they are to show the harsh realities of our history. (If your student cannot stay after school, there will be other options that will satisfy this requirement)

Some examples of films:

Roots (mini-series available on Amazon Video)  
Hamilton (available on Disney+)  
Lincoln (2012): Film on President Lincoln ratifying the 13<sup>th</sup> Amendment  
Ken Burns Documentaries: Various documentaries by PBS  
13<sup>th</sup> (2016): Documentary on race, justice, and incarceration in the U.S.  
Tora Tora Tora (1957): Movie on Japanese attack on Pearl Harbor.

Citizenship & Participation (on PowerSchool) – 15%

- Citizenship and Participation Self Assessments
- There is an expectation to have your cameras on and that you know how to effectively use Teams.

### **Mr. Liew's Teaching Philosophy**

**I became a teacher because:**

great teachers make great things happen.

**As a teacher, I want to be...**

encouraging in my speech and challenging in my tasks.

**My purpose/values are...**

faith based- which has helped me see that I can make a positive difference.

**You will be able to see this in my classroom when...**

there is freedom to say what is on our minds, an unrelenting pursuit of truth, unashamed voice to speak, and passion for growth.

**My responsibility as a teacher is...**

to care for, to love, and to challenge every single person that walks through my doors. To give inspiration to students to find their calling.

**I develop relationships with my students by...**

always leaving my door open- to have personal conversations, to celebrate victories, to cry in defeats, help when in need, and encourage when I have wisdom to impart or just listen when I don't.

**My teaching is relevant when...**

I am intentional in pushing the limits of the classroom through challenging thoughts and shared struggle.

**Dates and Topics: *Dates and assignments can change throughout the year.***

<b>Quarter I</b>			
<b>Week</b>	<b>Topic</b>	<b>Reading By Mon./Tues.</b>	<b>Reading By Wed./Thur.</b>
<b>1</b> (8/3-7)	Introduction to the Course <b>UNIT 1 (Period 1: 1491-1607)</b>	Ch. 1 & 2 & 3	
<b>2</b> (8/10-14)	Colonial Era: America in the New World	Ch. 4	
<b>3</b> (8/17-21)	<b>UNIT 2 (Period 2: 1607-1754)</b> Colonial America: Pre-Revolution	Ch. 5	Ch. 6
<b>4</b> (8/24-28)	The Road to Revolution M: Roots Episode 1	Ch. 7 (pg. 122-131) *Unit Packet Due	Ch. 7 (pg. 132-139)
<b>5</b> (8/31-9/4)	<b>UNIT 3 (Period 3: 1754-1800)</b> Declaring Independence: The American Revolution M: Roots Episode 2	Ch. 8 (pg. 141-152)	Ch. 8 (pg. 153-162)
<b>6</b> (9/8-11)	Establishing a Young Nation: A New America	Ch. 9 (pg. 164-177)	Ch. 9 (pg. 177-187)
<b>7</b> (9/14-18)	Establishing a Young Nation: A New America	Ch. 10 (pg. 190-200)	Ch. 10 (pg. 201-209) *Unit Packet Due
<b>8</b> (9/21-25)	<b>UNIT 4 (Period 4: 1800-1848)</b> Establishing a Young Nation: Jefferson Republic	*UNIT FINAL	Ch. 11
<b>Fall Break</b> (9/28-10/2)	Establishing a Young Nation: Nationalism a new sense of pride	Extra Credit (Tuesday) Ch. 12	Extra Credit (Friday) Ch. 13
	Fall Break		

## Quarter II

Week	Topic	Reading By Mon./Tues.	Reading By Wed./Thur.
1 (10/5-9)	Rise of Mass Democracy and Reform	Ch. 14	Ch. 15
2 (10/12-16)	Reform	Ch. 16 (pg. 348-359)	Ch. 16 (pg. 359-345)
3 (10/19-23)	Manifest Destiny	Ch. 17 (pg. 370-380)	Ch. 17 (pg. 380-388) *Unit Packet
4 (10/26-30)	<b>UNIT 5 (Period 5: 1844-1877)</b> Civil War M: Roots Episode 3	Ch. 18	Ch. 19
5 (11/2-6)	Civil War M: Roots Episode 4	Ch. 20 (pg. 434-441)	Ch. 20 (pg. 441-450)
6 (11/9-13)	Civil War	Ch. 21 (pg. 451-464)	Ch. 21 (pg. 464-475)
7 (11/16-20)	Reconstruction M: Lincoln	Ch. 22 (pg. 477-488)	Ch. 22 (pg. 488-499) *Unit Packet
(11/23-11/27)	Thanksgiving Break		
8 (11/30-12/4)	*SEMESTER FINAL		
9 (12/7-11)	<b>UNIT 6 (Period 6: 1865-1898)</b> Gilded Age	Ch. 23 (pg. 500-513)	Ch. 23 (pg. 514-526)
10 (12/14-18)	Industrialization	Ch. 24 (pg. 538-542)	Ch. 24 (pg. 542-555)
(12/21-1/8)	Winter Break		

## Quarter III

Week	Topic	Reading By Mon./Tues.	Reading By Wed./Thur.
<b>1</b> (1/11-15)	<b>UNIT 6 (Period 6: 1865-1898)</b>	Ch. 25	Ch. 26
<b>2</b> (1/19-22)	Gilded Age: Empire and Expansion	Ch. 27 (pg. 623-633)	Ch. 27 (pg. 633-643) *Unit Packet Due
<b>3</b> (1/25-29)	<b>UNIT 7 (Period 7: 1890-1945)</b> Progressivism: And the Republican Roosevelt (1901-1912)	Ch. 29 (pg. 664-675)	Ch. 29 (pg. 676-686)
<b>4</b> (2/1-5)	Wilsonian Progressivism in Peace and War (1913-1920)	Ch. 30	Ch. 31
<b>5</b> (2/8-11)	Progressivism: American life in the “Roaring Twenties” (1920-1929)	Ch. 32 (pg. 728-740)	Ch. 32 (pg. 740-752) *Roaring 20s Project Due
<b>6</b> (2/16-19)	Progressivism: The Politics of Boom and Bust (1920-1932)	Ch. 33 (pg. 753-764)	Ch. 33 (pg. 764-776)
<b>7</b> (2/22-26)	Progressivism: The Great Depression and the New Deal (1933-1939)	Ch. 34 (pg. 777-794)	Ch. 34 (pg. 794-804) *Alphabet Agency Project
<b>8</b> (3/1-5)	Progressivism: Franklin D. Roosevelt and the Shadow of War (1933-1939)	Ch. 35 (pg. 806-817)	Ch. 35 (pg. 817-825)

# Quarter IV

Week	Topic	Reading By Mon./Tues.	Reading By Wed./Thur.
1 (3/8-12)	Progressivism: America in World War 2 (1941-1945) M: Tora Tora	Ch. 36 (pg. 827-842)	Ch. 36 (pg. 842-854)  *Unit Packet Due *Semester Midterm
2 (3/15-19)	<b>UNIT 8 (Period 8: 1945-1980)</b> The Cold War Begins M: Atomic Cafe	Ch. 37 *Cold War Project	Ch. 38 (pg. 887-900)
3 (3/22-24)	Eisenhower Era	Ch. 38 (pg. 900-915)	
<b>Spring Break</b> (3/25-4/2)		Ch. 39 (pg. 916-930)	
4 (4/6-9)	The Stormy 60s	Ch. 39 (pg. 931-943) *Civil Rights Presentations	
5 (4/12-16)	Stalemated Seventies AP Test Review	Ch. 40 *Extra Credit *Unit Packet Due	
6 (4/19-23)	<b>UNIT 9 (Period 9: 1980 – Present)</b> AP Test Review	Ch. 41 *Extra Credit	
7 (4/26-30)	<b>AP TEST REVIEW</b>		
8 (5/3-7)	<b>AP TEST REVIEW</b>		*AP TEST – May 6th
9 (5/10-14)	Final Timeline Project Due		
(5/17-6/2)	<b>Internships</b>		



## Syllabus Signature Page

I have read the entire syllabus and understand the expectations that are asked of me for this upcoming school year. By signing below, I acknowledge the following:

- I understand the procedures and policies that are outlined in the syllabus.
- I understand that the failure to abide by these rules and expectations may lead to severe academic consequences.
- I understand that any form of cheating will result in a 0 in the assignment(s) that will NOT be able to made up.

Student Name Printed: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Name Printed: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_