



ADVANCED PLACEMENT UNITED STATES HISTORY
2016-2017 COURSE REQUIREMENTS

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Introduction:

This standard is to show the students and parents what they should expect in this course and what is expected of them.

TEXTBOOK: *THE ENDURING VISION: A History of the American People*
Paul S. Boyer, Clifford E. Clark, Jr., Joseph F. Kett, Neal Salisbury, Harvard
Sitkoff, Nancy Woloch
7th ed., Houghton-Mifflin, 2011
989 Pages

PRIMARY SOURCE MATERIALS: These will be taken from a number of different sources
SECONDARY SOURCE MATERIALS: These will be taken from a number of different sources

COURSE DESCRIPTION

The AP program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students will learn to assess historical materials, their relevance to a given interpretive problem, their reliability, and their importance; and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format.

Furthermore, students will develop:

1. their ability to understand and respect other points of view, both personal and cultural. Included within this should be the ability to understand peoples of different races and cultures and show respect for human diversity and for students' varied talents and perspectives. Also, students should explore the interaction among peoples of different races and cultures and how such interaction has shaped United States and world history.
2. an informed historical perspective, including an understanding of how one's own society developed, and an awareness of how other societies developed.
3. their understanding the major ways that science and technology have affected humans and their world.
4. their understanding of the power and limitations of science and technology in a changing world; awareness of how societies, institutions, and individuals are responsible to see that technology is used ethically and appropriately.
5. their understanding of the influence of geographic characteristics, including climate, physical features and natural resources, on North America's major societies and cultures.
6. their understanding of the context of current events from a historical perspective with the ability to connect modern trends to past events.



7. their understanding of current events from an international perspective.
8. their ability to integrate into the curriculum a wide variety of materials as well as human and technological resources, including primary documents, texts, maps, graphs, charts, and other resources.
9. their understanding of the concept of change over time with the ability to relate past to present.
10. their understanding of the major events and movements in American history, the turning points of historical development, and their relationship to the present.
11. their understanding of cultural and individual diversity, and humankind's shared environment, heritage, and responsibility.
12. their ability to explore critical eras in the historical development of the world in the following spheres of human activity: social, political, scientific, military, technological, economic, and cultural (philosophical, religious, and aesthetic).
13. the ability to apply the techniques of historical interpretation including cause and effect, major trends, change over time, etc.
14. their ability to use knowledge of the civilization of the United States to develop in themselves the skills of thinking, reasoning, problem solving, and decision making.
15. an informed historical perspective, including an understanding of how one's own society developed and an awareness of how other societies developed.

Additional Student Learning Outcomes:

1. In the process of fulfilling assignments in the course, students will have opportunity to demonstrate and improve the quality of their critical thinking, reading, and writing abilities.
2. In the process of fulfilling assignments in the course, the student will be able to identify important individuals and events that have contributed to the development of American history.
3. In the process of fulfilling assignments in the course, students will learn to critically and analytically read historical works and primary sources.
4. In the process of fulfilling assignments in the course, will begin to understand the connection between the United States and Western Civilization in addition to the global community.

MATERIALS

Notebook, no. 2 pencils, blue/black pens, Chromebook and various materials needed for projects.

- I expect you to come to class prepared. You will not be allowed to leave the room to get any materials or homework forgotten.

HOMEWORK

Advanced Placement courses are demanding and require daily homework. Students planning to earn a score of 4 or 5 will spend a **MINIMUM of SEVEN** hours per week studying. Begin planning and preparing now to take the A.P. exam in May.

Homework is mainly reading and NOT daily written work or take-home worksheets. There will be a quiz each Monday on the previous week's chapter reading. The bonus to the student is that they can plan their own study time to more easily match their schedule. The pitfall is that the student can easily slack off and, after 7-10 days, fall rapidly behind. All assignments are given in



advance to allow students to organize their time. The College Board's AP US History curriculum demands a tight schedule. Every effort will be made to strictly adhere to the syllabus.

GRADING

JFK Policy

Grading Parameters:

- Formative Assessments will count for a maximum of 20% of the trimester grade. Summative Assessments will count for a minimum of 80% of the trimester grade.
- Teachers of the same course will apply grading/retake parameters in the same manner.

Retakes:

Students will have summative assessment retake opportunities available in order to better demonstrate their level of proficiency in a particular area of study. The assessment tool used on the retake may be a different assessment than the original per teacher discretion. Students will have the opportunity to retake/revise summative assessments under these conditions:

1. All formative work must be completed and/or the student must demonstrate proof of practice as determined by their teacher to retake/revise a summative assessment.
2. This retake/revision must be completed before/after school, during lunch lab, seminar or a sectional period.
3. Timeline for the completion of the retake/revision will be at the teacher's discretion.
4. Students who have all formative work completed before the original summative assessment are eligible for up to an A (100%) on the retake/revision. Students who do not have all formative work completed before the original summative assessment are eligible for up to a B- (80%) on the retake/revision.
5. Trimester final exams are ineligible for retake.
6. Retakes/revisions of formative assessments are at the discretion of the teacher.

How This Works in APUSH

Grading for AP will be on a weighted system. Summative Assessment (Celebrations of Knowledge and Finals) are worth 80% of the grade. Formative Assessment (everything else) is worth 20% of their grade. APUSH will use a traditional grading scale. The scale is listed below. Once work is graded, it will be returned to them. It is advised that students NOT THROW ANYTHING AWAY. Inadequate and poor planning on the student's part does not constitute an emergency on the teacher's part. In short, if you see you are behind and NEED an "A", plan better and study harder.

GRADING SCALE:

93-100% = A, 90-92.9% = A-,
87-89.9% = B+, 83-87.9% = B, 80-82.9% = B-,
77-79.9% = C+, 73-77.9% = C, 70-72.9% = C-,
67-69.9% = D+, 63-67.9% = D, 60-62.9% = D-,
0-59.9% = F.



GRADE COMPONENTS:

Weekly Chapter Quiz = 5 points

Primary Sources Readings = 5 points per primary source readings and analysis of selected primary source readings

Chapter Notes = 5 points per chapter

Assignments as assigned = 10-20 points

Free Response Essay = 20-30 points

Unit Celebrations of Knowledge = 40-100 points

DBQ Essay = 20-30 points

Final Exam = 100 points

Supplemental Novel = This will be discussed later

LATE WORK POLICY: Assignments are due at the time of their collection in class or the date and time stated on Google Classroom. Any assignment attempted to be turned in after that date and time will be considered LATE. Students will only be allowed to turn in TWO late assignments a trimester. This includes but not limited to primary sources, secondary sources, chapter notes and test corrections. For these late assignments, students will have **ONE WEEK** to turn in any assignment from the due date. Late work WILL NOT be accepted without making prior arrangements with Mr. Anderson. Mr. Anderson must be contacted via email or face-to-face before the start of class the day the assignment is due. These assignment will be labeled as LATE in the grade book. Student will not be allowed to turn in work if they are UNEXCUSED absent on the date the assignment is due.

CORRECTIONS POLICY – Students will have the opportunity to recoup some of the point they lose on Multiple Choice Exams and Writing Portion of Exams. Students can earn 1 point back for every MC question they got wrong. They must write down the Number, the Correct Answer, and WHY it is historically important. For the writing portion of the exams. Students will have the chance to redo the writing portion and turn it back in for additional half points they lost. For example if they got a 12 out of 20. They could redo the essay and receive up to a 16 out of 20.

Students MUST qualify in order to do corrections on their Exams. To qualify, students must complete and turn in their Chapter Notes by the time and date of the exam. These Chapter Notes can be either hand written in a notebook or typed and printed out to turn in. **No Electronic submissions for this assignment.** These Chapter Notes can be in any format that works best for the student. Those student who use one of their two late assignments per trimester on Chapter Notes will not be allowed to turn in corrections until their Chapter Notes are turned in. Extensions for Chapter Notes are due within a week of the original due date.

Other Important Items:

- ***Attendance:*** Attendance is very important. Attending class closely relates to performance in class. It is your responsibility to find out what you missed when you were absent. I will not spend time “hunting” you down. The school’s policy for absences and tardies will be closely followed.
- ***Cell Phones/iPods/Electronic Devices:*** Cells/iPods/Electronics are to be only used for academic purposes and when instructed to do so. Otherwise they are not to be used or seen in this classroom. If you are caught using a cell phone in class, I will take it away.
- ***Hall Passes:*** No one will be allowed to leave the class during the first and last 10 minutes of the class. If you need to use the hall pass you must ask Mr. Anderson. If the pass is abused, it will result in loss of the pass for the whole class.



- *Cheating/ Over Collaborating(copying another students work)/ Plagiarism:* If a student is found cheating, over collaborating on a project or an assignment, or plagiarizing a paper or speech, the school policy will be followed and there will be a behavior referral for that student.
- *RESPECT* Treat others as you would treat your grandmother. This includes yourself, other students, teachers, and staff members.
- *Due the Graphic Nature of Some Parts of US History:* we will be watching segments of some films to supplement the learning that are graphic in nature. If you have concerns or would like a list of film segments please feel free to contact Mr. Anderson
- *Reserve/Substitute Teacher Policy* When there is a sub in the room, you are expected to behave as if your regular teacher were here. This means that you are quiet, listen, follow directions, and are respectful. Should your attitude or behavior be inappropriate (as deemed so by the sub), the sub will tell me.
- *Liquids:* Only pop, soda, water, and juice with a cap allowed in class. Food maybe eaten in class as long as it does not disrupt the class.

Class Text Message Reminders

I will send out reminders to the class via text messages. To sign up following the steps below:

1. Send a Text Message to the following number: 81010
2. The Message should be: @jfkpush
3. You will get a message back asking for your name, respond to that message
4. You are then signed up.

Google Classroom

We will use Google Classroom for all classroom notes, Chapter Summaries, Primary Sources, Secondary Sources, and many other assignments. To sign up go to Google Classroom and enter the following codes:

Period 1: up68a7r

Period 2: 41nyhj

Historical Thinking Skills

Skill Type	Historical Thinking Skill
I. Chronological Reasoning	1. Historical Causation 2. Continuity and Change over Time 3. Periodization
II. Comparison and Contextualization	4. Comparison 5. Contextualization
III. Crafting Historical Arguments and Historical Evidence	6. Historical Argumentation 7. Appropriate Use of Relevant Historical Evidence
IV. Historical interpretation and Synthesis	8. Interpretation 9. Synthesis

Thematic Learning Objectives

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



1. Identity – This theme focuses on the formation of both American national identity and group identities in US History. Students should be able to explain how various identities, cultures, and values have been preserved or changed in different contexts of US History, with special attention given to the formation of gender, class, racial, and ethnic identities. Students should be able to explain how these subidentities have interacted with each other and with larger conception of American national identity.
2. Work, Exchange, and Technology – This theme focuses on the development of American economies based on agriculture, commerce, and manufacturing. Students should examine ways 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 availability of land and labor, national and international economic developments, and the role of government support and regulation.
3. Peopling – This theme focuses on why and how the various people who moved to, from, and within the US 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 people and the US society.
4. 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 federal government among national, state, and local government. Students should trace efforts to define or gain access to individual rights and citizenship and survey the evolution of tensions between liberty and authority in different periods in US History.
5. America in the World – In this theme, students should focus on the global context in which the US originated and developed as well as the influence of the US 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 US itself.
6. 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.
7. Ideas, Beliefs, and Culture – This theme explores the roles that ideas, beliefs, social mores, and creative expression have played in shaping the US. 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.



Historical Periods

Period	Date Range	% of Instructional Time	% of AP Exam
1	1491-1607	5%	5%
2	1607-1754	10%	45%
3	1754-1800	12%	
4	1800-1848	10%	
5	1844-1877	13%	
6	1865-1898	13%	45%
7	1890-1945	17%	
8	1945-1980	15%	
9	1980-Present	5%	5%

Reading/Quiz/Celebration of Knowledge/Final Schedule 2017-2018

APUSH Reading and Exam Schedule 2016-2017			APUSH Reading and Exam Schedule 2016-2017		
Week/Date	Reading Assignment	Quiz/Exams	Week/Date	Reading Assignment	Quiz/Exams
Week 1 9/4-9/8 Labor Day 9/4	Chapter 1	None	Week 21 1/22-1/26	Chapter 21	Quiz Chap 20 1/22 Celebration of Knowledge Unit 6 1/24 & 1/25
Week 2 9/11-9/15	Chapter 2	Quiz Chap 1 9/11	Week 22 1/29-2/2 No School 2/2	Chapter 22	Quiz Chap 21 1/29
Week 3 9/18-9/22	Chapter 3	Quiz Chap 2 9/18 Celebration of Knowledge Unit 1 9/19	Week 23 2/5-2/9	Chapter 23	Quiz Chap 22 2/5
Week 4 9/25-9/29	Chapter 4	Quiz Chap 3 9/25	Week 24 2/12-2/16	Chapter 24	Quiz Chap 23 2/12
Week 5 10/2-10/6	Chapter 5	Quiz Chap 4 10/2 Celebration of Knowledge Unit 2 10/3	Week 25 2/19-2/23 President's Day 2/19	Chapter 25	Quiz Chap 24 2/20



Week 6 10/9-10/13	Chapter 6	Quiz Chap 5 10/9		Week 26 2/26-3/2	Chapter 25	None
Week 7 10/16-10/20 Conferences 10/16 MEA Break 10/18-10/20	Chapter 6	None		Week 27 3/5-3/9	None	Celebration of Knowledge Unit 7 3/6 & 3/7 Final Exams 3/8&3/9
Week 8 10/23-10/27	Chapter 7	Quiz Chap 6 10/23		Week 28 3/12-3/16 No School 3/12&3/13	Chapter 26	None
Week 9 10/30-11/3	Chapters 8 & 9 TWO CHAPTER WEEK	Quiz Chap 7 10/30 Celebration of Knowledge Unit 3 11/1&11/2		Week 29 3/19-3/23	Chapter 27	Quiz Chap 26 3/19
Week 10 11/6-11/10	Chapters 10 & 11 TWO CHAPTER WEEK	Quiz Chapters 8 & 9 11/6		Week 30 3/26-3/30 Spring Break	None	
Week 11 11/13-11/17	Chapters 12 & 13 TWO CHAPTER WEEK	Quiz Chapters 10 & 11 11/13 Celebration of Knowledge Unit 4 11/15 & 11/16		Week 31 4/2-4/6 ACT 4/3	Chapter 28	Quiz Chap 27 4/2
Week 12 11/20-11/24 Thanksgiving Break 11/22-11/24	Chapter 14	Quiz Chapters 12 & 13 11/20		Week 32 4/9-4/13	Chapter 29	Quiz Chap 28 4/9
Week 13 11/27-12/1 No School 11/30&12/1	Chapter 14	Final Exams 11/28&11/29		Week 33 4/16-4/20	Chapter 30	Quiz Chap 29 4/16 Celebration of Knowledge Unit 8 4/18 & 4/19
Week 14 12/4-12/8	Chapter 15	Quiz Chap 14 12/4		Week 34 4/23-4/27	Chapter 31	Quiz Chap 30 4/23
Week 15	Chapter 16	Celebration of		Week 35	Review	Celebration of



12/11-12/15		Knowledge Unit 5 12/15		4/30-5/4 Conferences 5/3		Knowledge Unit 9 5/3&5/4
Week 16 12/18-12/22 Winter Break	Chapter 17	None		Week 36 5/7-5/11	Review	AP Chem 5/7 APUSH Exam 5/11
Week 17 12/25-12/29 Winter Break	Chapter 17	None		Week 37 5/14-5/18 Prom 5/18	Legacy Project	AP Lang & Comp 5/16
Week 18 1/1-1/5 No School 1/1	Chapter 17	None		Week 38 5/21-5/25	Legacy Project	None
Week 19 1/8-1/12	Chapters 18&19 TWO CHAPTER WEEK	Quiz Chap 17 1/8		Week 39 5/28-6/1 Memorial Day 5/28	Legacy Project	None
Week 20 1/15-1/19 MLK Day 1/15 Conferences 1/18	Chapter 20	Quiz Chapters 18&19 1/16		Week 40 6/4-6/7	Legacy Project	Final Exams 6/6&6/7



I, _____, have read and understand the syllabus and
(Print Your Name)
expectations for Mr. Anderson's AP US History Class.

Student Signature _____

Parent Signature _____

Students gmail address _____

Parents email address _____