

ADVANCED PLACEMENT UNITED STATES HISTORY

2018-2019 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.

Chromebooks: You will be using your chromebook EVERY DAY. Please make sure you have it every day and that it is charged before you come to class.

HOMWORK

Advanced Placement courses are demanding and require extensive work outside of class. 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 reading quizzes after the assigned chapter is scheduled to be completed. 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 for Interdisciplinary

Summative assessments (final tests, projects and papers) are worth 80% of the grade. Formative assessments (homework, class discussion, and notes) are worth 20% of the grade. Interdisciplinary will use a traditional grading scale. All formative and summative assessments will be out of 10 points. For example, if a test is 30 questions and a student scores 25 out of 30 (83%), the score for that test in the grade book will be an 8.3 out of 10. The scale is listed below.

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
Primary Sources Readings
Chapter Summaries
In Class Assignments
Free Response Essay
Unit Exams
DBQ Essay
Final Exam

With the exception of weekly chapter reading quizzes, everything for the course will be graded on a ten point scale. Any test that is more questions than 10 will be scaled down onto the 10 point scale. For example, if a test is 30 questions and a student scores 25 out of 30 (83%), the score for that test in the grade book will be an 8.3 out of 10.

You need to sign up for Remind and turn on notifications in Classroom and Campus.

Grading for Interdisciplinary

Reading Notes: You are responsible for reading and taking notes on each chapter of the APUSH textbook. Reading notes will not be collected or graded but they are incredibly important to your success both in the class and on the APUSH test. We will spend some time the first week of class discussing how to take effective notes while reading the textbook. Remember, there is not enough class time to cover all of the content, so you **MUST** read the textbook to fill in the blanks for the material not covered in class. ***You must hand in any study guides or notes from the novel before the test is handed out. You will not be eligible to do test revisions if your notes are not handed in on time.***

Test Revisions:

In order to do revisions on tests, you must complete the following:

- Show Mrs. Leicher/Juul detailed reading notes from the appropriate text (APUSH chapter notes, literature study guides, annotated text, etc.)
- All formative assessment must be turned in COMPLETED. Revisions or retakes are not allowed if any formatives are missing or incomplete. You will not receive points for any late formative assessments.
- For each question you answered incorrectly, you need to identify the right answer and **explain** why the answer is correct. Your explanations should be 1-3 complete sentences for each correction. For English test corrections, you must include textual evidence and page numbers for each correction.

All revisions are due one week after your test has been returned to you. If you provide the correct answer and appropriate evidence for test corrections, you will earn ½ point back towards your total score.

Writing Revisions: In addition, for any summatives that are written (essays, DBQs, LEQs, or Free Responses), you must follow the [revision protocol](#) and complete a revision conference at least two days before your revision is due. For major papers and essays, you must have completed your rough drafts in a timely fashion in order to be eligible for revisions.

No late or revised formative assessments will be accepted after the summative assessment for a unit is given. If you want the opportunity to revise your formative work, please get it done on time.

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/Electronic Devices:* Phones/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. I will be respectful of your time, please be respectful of me by keeping your cell phone away during instructional time and use your chromebook for it’s intended purpose in class.
- *Cheating/Over Collaborating(copying another student’s 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. This also includes allowing other students to copy or use your work.
- *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.

Google Classroom

We will use Google Classroom for all classroom notes as well as most readings and in class assignments.

To sign up go to Google Classroom and enter the following code: **6myh1q1**

For the daily class schedule, please use the google calendar linked in the HUB

Movies: As part of this class, we will be occasionally watching sections of movies and documentaries to supplement the class curriculum. As some of the topics we will be covering are difficult and sensitive, a number of the movies may contain scenes that are violent, have swearing, or are rated R. Please be advised that all of these movies have been pre screened by the teacher, are historically accurate and are deemed to have educational value.

Examples of films with selected scenes shown in class: Saving Private Ryan, Lincoln, My Lai (PBS documentary), Amistad, The War, Argo, Iron Jawed Angels, Band of Brothers, Selma

Unless otherwise communicated with me, you are giving your student permission to read these titles and acknowledging that you have read the course requirements.

AP History Disciplinary Practices

Practice 1: Analyzing Historical Evidence

Practice 2: Argument Development

Students will be assessed on their ability to ...

Primary Sources

- Describe historically relevant information and/or arguments within a source.
- Explain how a source provides information about the broader historical setting within which it was created.
- Explain how a source's point of view, purpose, historical situation, and/or audience might affect a source's meaning.
- Explain the relative historical significance of a source's point of view, purpose, historical situation, and/or audience.
- Evaluate a source's credibility and/or limitations.

Secondary Sources

- Describe the claim or argument of a secondary source, as well as the evidence used.
- Describe a pattern or trend in quantitative data in non-text-based sources.
- Explain how a historian's claim or argument is supported with evidence.
- Explain how a historian's context influences the claim or argument.
- Analyze patterns and trends in quantitative data in non-text-based sources.
- Evaluate the effectiveness of a historical claim or argument.

- Make a historically defensible claim in the form of an evaluative thesis.
- Support an argument using specific and relevant evidence.
- Use historical reasoning to explain relationships among pieces of historical evidence.
- Consider ways that diverse or alternative evidence could be used to qualify or modify an argument.

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. American and National Identity (NAT) – 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 sub identities have interacted with each other and with larger conception of American national identity.
2. Politics and Power (POL) – This theme focuses on how different social and political groups have influenced society and government in the United States, as well as how political beliefs and institutions have changed over time.
3. Work, Exchange, and Technology (WXT) – This theme focuses on the factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government.
4. Culture and Society (CUL) - This theme focuses on the roles that ideas, beliefs, social mores, and creative expression have played in shaping the United States, as well as how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history
5. Migration and Settlement (MIG) - This theme focuses on why and how the various people who moved to and within the United States both adapted to and transformed their new social and physical environments.

6. Geography and the Environment (GEO) - This theme focuses on the role of geography and both the natural and human-made environments on social and political developments in what would become the United States.

7. America and the World (WOR) - This theme focuses on the interactions between nations that affected North American history in the colonial period and on the influence of the United States on world affairs.

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%