**Advanced Placement United States History 2018-2019**

Department: Social Studies

Teacher: Monica Clark

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Planning Period: Fourth Period – Time – 10:03 – 10:52

**School Vision and Mission Statement**

*The vision of North Bullitt High School is for all seniors to graduate College or Career Ready & to achieve a School Composite of 20 on the ACT.*

*The mission of North Bullitt High School is to become Excellent, Ambitious, Genuine, Leading, Encouraging, and Successful EAGLES.  With the courage to spread your wings … you’ll learn to S.O.A.R.*

U.S. History is a required course for graduation from North Bullitt High School. Students must successfully complete two semesters of U.S. History.

**Course Description:** Advanced Placement United States History is a challenging course designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. It is a year-long course of American History from the Pre-Columbian era to the present. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents and historiography.

**Course Goals:** Students will comprehend, analyze, and interpret historical events and conditions, historical and geographic context, trends, and issues to develop an understanding of American history. Students will be better prepared for college by engaging and participating in a class that stresses an academically challenging and rigorous curriculum. The course is designed and intended to replicate a college-level survey course.

**Course Themes:** Regardless of the time period discussed, students will be able to look at history and apply the historical thinking skills of: historical causation, patterns of continuity and change over time, periodization, comparison, contextualization, historical argumentation, appropriate use of relevant historical evidence, interpretation and synthesis using one or all of the Advanced Placement United States History themes:

* American and National Identity
* Culture and Society
* American in the World
* Politics and Power
* Migration and Settlement
* Work Exchange and Technology
* Environment and Geography

**Primary Textbook:** American Pageant (11th, 13th and 14th editions). This textbook is only one among many primary and secondary resources that will be used throughout the course. This is a college-level course, so students will expected to complete all assigned textbook readings prior to coming to class in order to engage in the higher level of academic discourse that this course requires.

**Each unit will contain some or all of the following activities:**

**Lecture and discussion of topics:** Students will participate in discussions based on course topics. Reading quiz content is embedded in class discussions. Discussions may take the form of Socratic Seminars, Debates, Panel Discussions and Round-Table Forums.

**Primary Source Analysis:** Students analyze primary sources using notecards on which they identify, analyze and evaluate each of the sources. Students analyze the sources for two or more of the following features: historical context, purpose and intended audience, the author’s point of view, type of source, argument and tone. (Appropriate use of historical evidence.)

**Author’s Thesis Paper and ATP2:** Students are provided with opposing viewpoints expressed in either primary or secondary documents; and, in writing, must determine the following:

The Thesis

* What is the main argument of each author?

The Evidence

* Looking at the supporting evidence, analyze whether this evidence is logically interpreted by the authors? Does the evidence clearly support the thesis?

Critical Analysis

* What do the sources add to your own understanding of the topic?
* What points are best made by the author and are well documented?

Final Analysis: (Your opinion is expressed here without the use of any form of the pronoun “I”.)

* Which of the sources makes the most convincing case and why?

Students will complete the thesis, evidence and critical analysis sections for each source.

**You Be the Judge and YBTJ2:** Students analyze disparate primary source documents on the same topic. Students then compare and contrast the viewpoints expressed in the documents, and – supported by the evidence presented, and in the context of the historical period – determine which author made the better case.

**History in the Making Assignments:** Students will compare how the issues they are studying were covered by American history textbooks in the past. They will then assess the extent to which earlier interpretations differ from that presented in their text.

**DBQ Deconstruction:** Students working in groups, will read the sources provided from the DBQ and will debate the question posed by the DBQ.

**Six Degrees of Separation:** Students will be provided with two events spanning decades, but related by their theme. They will select six events in chronological order that link the first event in the series with the last. Students will write the name of each selected event, and use their research and knowledge of the time period to create an argument to support the events selected. Students must emphasize both cause and effect and/or demonstrate continuity or change over time in their linking. Some events can and will include environmental impact data. The assignment provides students with the opportunity to observe continuity and change.

**Chronological Reasoning Lesson:** Students are provided with ten events, in no particular chronological order, which they will then place in order, naming the decade in which each occurred.

Students will complete the exercise by providing the following:

1. Identify the period in which these occur
2. Identify continuity and change over time exemplified by the selections
3. Identify the theme(s) under which these issues and developments might be categorized

**Celebration of Knowledge:** A test, known as a Celebration of Knowledge, will be given at the end of each unit. The test will have three components: analytical multiple choice questions (MC), analytical short answer questions (SA), and either a free response question (FRQ) or a document based question (DBQ).

**Course Planner:** Below you will find an outline for the class. Students can expect some kind of reading and writing assignment every day, often using primary source documents. All out-of-class assignments including readings must be completed before the beginning of class on the assigned due date.

**Period 1: 1491-1607**

* Approximate Length – 10 days
* Major Topics
  + Pre-Columbian Civilizations
  + New World Beginnings

**Period 2: 1607-1754**

* Approximate Length – 14 days
* Major Topics
  + The English Colonies
  + Colonial Society

**Period 3: 1754-1800**

* Approximate Length – 18 days
* Major Topics
  + Revolutionary America
  + The American Revolution
  + The Critical Period
  + The Federalist Era

**Period 4: 1800-1848**

* Approximate Length – 18 days
* Major Topics
  + The Age of Jefferson
  + The Era of Good Feelings
  + Jacksonian Democracy
  + The Market Revolution
  + Antebellum Reform Movements

**Period 5: 1844-1877**

* Approximate Length – 19 days
* Major Topics
  + Manifest Destiny
  + On the Brink of War
  + The Civil War
  + The Trials of Reconstruction

**Period 6: 1865-1898**

* Approximate Length – 19 days
* Major Topics
  + The Great West
  + Gilded Age Politics
  + The Growth of Industry
  + America Moves to the City
  + The Progressive Era

**Period 7: 1890-1945**

* Approximate Length – 24 days
* Major Topics
  + American Imperialism
  + World War I
  + The Roaring Twenties
  + The Great Depression
  + World War II

**Period 8: 1945-1980**

* Approximate Length – 16 days
* Major Topics
  + The Fifties
  + The Cold War
  + The Civil Rights Movement
  + The Great Society
  + The Vietnam War

**Period 9: 1980-Present**

* Approximate Length – 9 days
* Major Topics
  + The Seventies
  + The Reagan Revolution
  + Passage to a New Century

**Classroom Behavioral Expectations:**

**S – Show Respect -** for self and others at all time

**O – Ownership** – be responsible (do your work)

**A – Achievement** – be prepared and focused everyday

**R - Responsibility –** be on time, stay engaged in class

**18-week grading procedure**:

50%-- Assessments (tests, projects) – assessments will be graded using AP guidelines for scoring

30%-- Writing

20% - Daily work

20% - Final Exam

**Grading Scale:** Grades will be assigned according to the following scale:

* 90-100% - A
* 80- 89% - B
* 70- 79% - C
* 60- 69% - D
* 59% or Below – F

**Late/Absent Work:**

We will follow school policy for turning in make-up work when students are absent. You get one day for each day you miss, plus one. You will collect all work from the green folder in the “You Were Absent” hanging file folder. “Late/Absent Work” will be turned placed in the tray marked late/absent work and should be labeled **late or** absent and dated. Work that is turned in late, without absence(s), will be awarded half credit. When you are absent it is up to you to check the green folder in the “You Were Absent” file or check for the assignment in the Google Classroom.

**Class Procedures:**

1. Readings – Keep up with all readings. Reading schedules will be given out per semester. Pop quizzes will be given to monitor reading completion. All reading quizzes will be multiple-choice questions and/or short answer questions.
2. Notebooks- You need to bring a notebook to class with you every day and you will need some way to organize and keep track of materials. You may want to acquire a three-ring binder for the class. This is an extremely important resource in your preparation for the AP exam. If you keep an organized, detailed, neat and complete binder you will find studying for the AP exam much easier.
3. Students are expected to come to class ready to discuss each day. Much of the class will be conducted in a format with ample discussion and opportunities for students to ask questions.
4. All days will begin with a bell-ringer activity of some sort. Unless otherwise stipulated, this will be completed in your notebook. It should be labeled “bell ringer” and dated. Often times this will consist of a 10-15 minute document analysis activity (Document of the Day). This activity will involve a primary or secondary source reading, a chart, a political cartoon, etc. Students will use the APPARTS strategy to analyze the document.
   1. APPARTS: A=Author, P=Place and Time, P=Prior Knowledge, A=Audience, R=Reason, T=The Main Idea, S=Significance
   2. This activity will allow students to gain experience in working with documents and sourced to help prepare them for both the multiple choice section as well as the Document Based Question and the Short Answer section.

**Assessment: Assessment will come in various forms including:**

1. Exams – There will be examinations on each unit including all the materials covered in the American Pageant. Examinations will consist of multiple choice questions, short answer questions, and either a DBQ or a long essay question.
2. DBQs and Long Essays – All essays will be graded according to a AP scoring rubric
3. Reading quizzes – All material in the American Pageant will be covered with reading quizzes. Any HAND-WRITTEN notes taken over the reading may be used on reading quizzes.
4. Readings and Primary Source Work – You will be assessed on your analysis and synthesis of primary source documents. This will be evaluated using writings, DBQs and oral examinations.
5. Final exam – A final exam will be given at the conclusion of the course so students will be able to gauge their content knowledge and know areas needed to review for the AP exam. It will be a comprehensive exam for the entire course.
6. Exams will be weighted according to the new College Board percentages for AP U.S. History exams:
   1. Multiple Choice; 40%
   2. Short Answer: 20%
   3. Document Based Questions: 25%
   4. Long Essay Questions: 15%

**Classroom Behavior Expectations:**

The most significant distraction to learning is cell phone use. Consequently, as stated in the handbook, cell phones CANNOT be out at all in my class. This means that they cannot be on your desks or visible at any time during the period. First offense you will be given an envelope in which to seal the phone and place it under your desk. If the seal is broken at any time during the period, this will constitute a second offense and a call will be made home to parent. Third offense, as prescribed by school policy, will warrant the phone be turned into the office.

WE are all here to learn – so that means that WE will always treat each other with the upmost respect.

**Academic Assistance:**

I am here every morning by 0615 and will assist students in the morning when needed. I will offer help on Tuesday and Thursday mornings from 0650 to 0710; or, on other days with prior arrangement. I am also available most days after school, but will need to make arrangements for this, also. As we approach the APUSH exam I will offer study sessions for the students usually on Saturday mornings. Dates and times for these will be given to the students as we get closer to the exam. This is an Advanced Placement class, but there is no reason why all students cannot be successful.

**Classroom Communication:**

In order to maintain open lines of communication between parents and myself, I have created a classroom website and emails are always welcome.

* mrsclarknbhs.weebly.com – Lesson plans, daily assignments, classroom resources, etc.

**Disclaimer**

Because it is impossible to foresee every possible scenario and circumstance, I reserve the right to modify this syllabus as needed. A copy of the addendums will be sent home and/or posted on my web site should the need arise to change it.

**I acknowledge that I have read and understand the policies and procedures outlined in the AP United States History syllabus.**

**Student Name: (Please Print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent Name: (Please Print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***\*\*\*****Send me an email with your child’s name in the subject line so that I have your email saved for future communication and/or create an account through Remind.com.*

**Preferred Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*\*\*\*Any other questions or concerns you have please email me at monica.clark@bullitt.kyschools.us or call me on my planning period*