

Advanced Placement U.S. History

Course Syllabus

2017 – 2018

Instructor: Jenna Robinson
Room Number: 8179
Tutorial: Mondays 3:45 – 4:45 PM

Phone Number: 404.802.4700
Email: robinsonje@atlanta.k12.ga.us
Website: msrobsclasses.weebly.com

Course Description:

Advanced Placement U.S. History is a college level survey course of U.S. history from the pre-Columbian period to the present. The pace and content of the material will reflect college level work. Therefore, it is imperative that you never lose focus of those criteria. No doubt there is a tremendous amount of work in this class and the expectations are high. What is taught and how it is taught reflects the curriculum and standards set by the College Board. Additionally, this course will address the Georgia US History standards which can be found on the Georgia Department of Education site (www.gadoe.org).

Themes:

While the course follows a narrative structure supported by the textbook and audiovisual materials, the following seven themes described in the AP U.S. History Course and Exam Description are woven throughout each unit of study:

- America & National Identity (NAT)
- America in the World (WOR)
- Migration & Settlement (MIG)
- Geography & Environment (GEO)
- Work, Exchange, & Technology (WXT)
- Culture & Society (CUL)
- Politics & Power (POL)

Key Concepts and Historical Thinking Skills:

The AP U.S. History Exam is designed to measure students' knowledge of historical facts, degree of comprehension of forces of change and causality, and information-based analytical skills. There are 9 overarching learning objectives integrated into this course:

Skill 1 – Historical Causation

Skill 2 – Continuity and Change over Time

Skill 3 - Periodization

Skill 4 - Comparison

Skill 5 - Contextualization

Skill 6 – Historical Argumentation

Skill 7 – Use of Historical Evidence

Skill 8 - Interpretation

Skill 9 – Synthesis

AP Exam Structure:

Section 1

Part A: Multiple choice (55 questions)

Part B: Short constructed response (3 questions)

Section 2

Part A: Document Based Question (DBQ: 1 question)

Part B: Long essay (1 question)

Textbook:

Faragher, Buhle, et al. *Out of Many: A History of the American People, 6th AP Edition*. Upper Saddle River: Pearson/Prentice Hall, 2011.

The main text, *Out of Many*, provides students with a basic overview of the evolving American experience. The text is supplemented by a diverse selection of primary and secondary sources.

Secondary Sources:

Ellis, Joseph. *American Creation*. New York: Vintage, 2008.

Oates, Stephan and Charles J. Errico, eds. *Portrait of America, Vols. 1 and 2*. New York: Houghton Mifflin, 2010.

Zinn, Howard. *A People's History of the United States*. New York: Harper Perennial Modern Classic, 2005.

Audio-Visual Aids:

A Biography of America, Annenberg Media: Produced by Oregon Public Broadcasting:

<http://www.learner.org/biographyofamerica/>

The Gilder Lehrman Institute of American History, AP US History Study Guide: ap.gilderlehrman.org

Historical Periods:

The historical periods, from pre-Columbian contacts in North America (represented symbolically by the date 1491) to the present, provide a temporal framework for the course. The instructional importance and assessment weighting for each period varies. The nine periods (units) will be paired with chapters in *Out of Many*.

Period	Date Range	Textbook	Instructional Time	AP Exam
1	1491 – 1607	1, 2, 3	5%	5%
2	1607 – 1754	4, 5	10%	45%
3	1754 – 1800	6, 7, 8	12%	
4	1800 – 1848	9, 10, 11 12, 13, 14	10%	
5	1844 – 1877	15, 16, 17	13%	
6	1865 – 1898	18, 19, 20	13%	45%
7	1890 – 1945	20, 21, 22 23, 24, 25	17%	
8	1945 – 1980	26, 27, 28, 29	15%	
9	1980 – Present	30, 31	5%	5%

Required Materials:

- Textbook: *Out of Many*
- 3-subject spiral notebook (8.5 x 11, college-ruled)
- Color Pencils, highlighters, & blue or black pens
- Glue sticks
- Index cards (4 x 6)
- Post-It Notes

Academic Objectives:

- Students will be prepared for the Advanced Placement United States History Exam.
- Students will study selected historical themes and the context and significance of major interpretive questions.
- Students will be trained to analyze and interpret primary sources, including documentary material, maps, statistical tables, and pictorial and graphic evidence of historical events.
- Students will learn how to approach history critically and be able to analyze and evaluate competing sources of historical information.
- Students will be able to express themselves with clarity and precision and know how to cite sources and credit the phrases and ideas of others.
- Students will learn test-taking skills, including how to successfully take timed exams.
- Students will learn to take notes from both printed materials and lectures.

Note-taking:

Occasionally, you will be assigned parts or all of the chapter to read prior to class. You must have taken textbook notes prior to class. And they must be your own. I consider it cheating if you use another student's notes. It is unacceptable to use study outlines in place of the notes you take from reading the textbook.

Homework:

Homework is designed to introduce or reinforce concepts while the student is at home. Oftentimes, homework is done at school or copied directly from a friend. Not following through on homework nullifies its basic purpose. You may work with others as you complete your homework but you should not copy someone else's work.

Class Discussions:

Each day's class discussion will be driven by the assigned reading from the textbook. In order to participate in the discussions, students must be prepared with notes from the readings. The goal each day is not only to understand the concepts, but to utilize the nine learning objectives described in the course description. Several of these objectives will be addressed each day, therefore it is imperative that all students are prepared to engage in the discussions.

Late Policy:

- 1) If a student misses class the day on which an assignment is due, he or she is expected to submit the assignment immediately upon his or her return. If the absence is excused, the assignment will not be late if it is submitted the next day. If the absence is unexcused, follow the late work policy below.
- 2) If a student fails to turn in an assignment, the student will be assigned another assignment to do for make-up. The teacher will deduct **10 points** per calendar day for late assignments, so the most one can receive for a late assignment is a 90. Work assigned during a unit will not be accepted after the unit has been completed.
- 3) **Technical Difficulties Are No Excuse:** Technical or mechanical failures of personal or school-owned computers or printers (etc.) are not valid excuses for not turning in assignments on time. Your work will be considered late and reduced by 10 points per calendar day until it is submitted. Assignments are due at the beginning of class on the due date. You may not be given a media center pass to print your assignment during class. I suggest that you finish your work far enough in advance to perhaps revise and proof-read your work, or at least to print it out with enough time left to go to plan B if you run into technical difficulties.
- 4) If I allow you to email assignments to me, it needs to be sent in PDF form, NOT Goggle docs.

Absences:

If you are absent, it is your responsibility to obtain notebook assignments from either a homework partner or the instructor. NEVER loan your notebook to a classmate.

Academic Integrity:

Cheating is unacceptable and will not be tolerated. Should a student be caught or suspected of cheating, he/she will receive a score of zero until an alternate assignment is submitted. Keep in mind that if you elect to cheat, you're only cheating yourself.

Exams:

All exams will consist of a combination of multiple choice and short answer, long essay or Document Based Question (DBQ). Each of the writing portions will be given on alternating units. That means the exams will consist of multiple choice and short answer, multiple choice and long essay, or multiple choice and DBQ. All questions will be similar to questions found on the actual Advanced Placement exam.

The Decades Paper:

After each period, students will write a 150 – 200 word summary of the period based on one of the seven APUSH themes. These must be typed. Additional information will be given

Interactive Notebook:

All your notes and the majority of your assignments will be completed in your interactive notebook. It is imperative that you bring the notebook to class every day and keep your notes & assignments in order according to my direction. If you are unsure of where notes or an assignment should go, ASK ME! Notebooks will be collected and graded throughout the semester. Notebooks will be graded on thoroughness, quality, organization, and visual appeal. Notebooks are considered a major grade.

Grading:

- Student progress will be evaluated, on a unit basis, through seminars, homework, writing assignments, quizzes, tests and interactive notebook.
- Students will analyze diverse primary and secondary sources.
- There will be formal writing assignments based on the essay formats required for the AP U.S. History Exam.
- Students will be required to do group and individual presentations.

Formative: Assignments, Classwork, Homework.....45%

Summative: Tests, Projects, Major Writing, Notebook45%

Final Exam.....10%

***Standardized Tests for this course**

You will take the US History GA Milestones Exam in April. It will count as 20% of your 2nd semester grade.

Atlanta Public Schools Grading Scale:

A	90 and above
B	80-89
C	70-79
F	69 and below (By state rule, any grade below 70 is failing)

* Keep in mind that students get an additional 10 points added to their overall grade (as long as you are passing). Therefore, if your grade falls below 80% (weighted) then you will be failing the course and proper contact and documentation will be made.

Course Outline

(dates are subject to change)

Unit 1

Period 1: 1491 – 1607 (Exploration)

2 Weeks

Text Readings: *Out of Many*, Chapters 1, 2, 3

Audio Visuals: *A Biography of America, Episode 1: New World Encounters*, Gilder Lehrman Period 1

Unit 2

Period 2: 1607 -1754 (Colonization)

3 Weeks

Text Readings: *Out of Many*, Chapters 4, 5

Audio Visuals: *A Biography of America, Episodes 2 and 3: English Settlement and Growth and Empire*, Gilder Lehrman Period 2

Unit 3

Period 3: 1754 – 1800 (Revolution)

4 Weeks

Text Readings: *Out of Many*, Chapters 6, 7, 8

Audio Visuals: *A Biography of America, Episodes 4 and 5: The Coming of Independence and A New System of Government*, Gilder Lehrman Period 3

Unit 4

Period 4: 1800 – 1848 (The New Republic)

3 Weeks

Text Readings: *Out of Many*, Chapters 9, 10, 11, 12, 13, 14

Audio Visuals: *A Biography of America, Episodes 6, 7, 8, and 9: Westward Expansion, The Rise of Capitalism, The Reform Impulse, and Slavery*, Gilder Lehrman Period 4

Unit 5

Period 5: 1844 – 1877 (Civil War & Reconstruction)

3 Weeks

Textbook Readings: *Out of Many*, Chapters 15, 16, 17

Audio Visuals: *A Biography of America, Episodes 10, 11, and 12: The Coming of the Civil War, The Civil War, and Reconstruction*, Gilder Lehrman Period 5

Unit 6

Period 6: 1865 – 1898 (Industrial Age)

3 Weeks

Textbook Readings: *Out of Many*, Chapters 18, 19, 20

Audio Visuals: *A Biography of America, Episodes 13, 14, 15, 16, and 17: America at the Centennial, Industrial Supremacy, The New City, The West, and Capital and Labor*, Gilder Lehrman Period 6

-----FALL SEMESTER ENDS-----

Unit 7

Period 7: 1890 – 1945 (Progressive Era, WWI – WWII)

5 Weeks

Textbook Readings: *Out of Many*, Chapters 20, 21, 22, 23, 24, 25

Audio Visuals: *A Biography of America, Episodes 18, 19, 20, 21, 22: T.R. and Wilson, A Vital Progressivism, The Twenties, F.D.R. and the Depression, and World War II, Gilder Lehrman Period 7*

Unit 8

Period 8: 1945 – 1980 (Cold War, Civil Rights, Vietnam War)

4 Weeks

Textbook Readings: *Out of Many*, Chapters 26, 27, 28, 29

Audio Visuals: *A Biography of America, Episodes 23 and 24: The Fifties and The Sixties, Gilder Lehrman Period 8*

Unit 9

Period 9: 1980 – Present (Conservatism, Globalization)

2 Weeks

Textbook Readings: *Out of Many*, Chapters 30, 31

Audio Visuals: *A Biography of America, Episodes 25 and 26: Contemporary History, and The Redemptive Imagination, Gilder Lehrman Period 9*

-----**SECOND SEMESTER FINAL – Practice AP Exam**-----

AP Exam Review

The goal is to finish the content before spring break so we have enough time to review before the AP exam on **Friday, May 11, 2018 at 8:00 am**. All students are expected to take the AP Exam.

AP US History

Student-Parent-Teacher Contract

Parents and Students,

AP is a rigorous program. According to the College Board, students entering an AP US History Course should be capable of reading and comprehending texts written at the college level. Students should be able to summarize and evaluate textual information. They should also be able to read and interpret maps and graphic data.

By entering into this contract, we acknowledge that we each play a part in the student's success. After you have read the attached syllabus and discussed it, please take a moment to read each expectation listed below. If you cannot agree to an expectation, please explain why the expectation cannot be fulfilled. **Full syllabus is located on class website (msrobclasses.weebly.com).**

Expectations for the student:

1. Be prepared and on time for every class.
2. Treat classmates and teacher with respect.
3. Demonstrate mature behavior.
4. Actively participate in class.
5. Complete all assignments on time.
6. Faithfully and thoughtfully complete reading assignments.
7. Demonstrate honesty on all assignments.
8. Seek help and participate in tutorials if needed.
9. Accept the consequences of choices.

Expectations for the parent:

1. Monitor student performance.
2. Ensure my student has time & place to read/study every day.
3. Communicate with the teacher about my concerns.
4. Help students obtain materials needed for class.

By signing, you agree to the following statement:

"I have read and fully understand the guidelines and policies written here and in the course syllabus for AP US History taught by Ms. Robinson at North Atlanta HS. I will follow these guidelines and policies to the best of my ability."

Please sign and return this contract by the second week of school.

Parent Signature

Date

Student Signature

Date

Parent Name (printed)

Student Name (print)

Parent Contact Information:

Best Contact Number: _____ (h), (c), (w)

Email: _____

In return, as the teacher, I will make every effort to enforce policies fairly, assist students, maintain an open channel of communication for both students and parents, and be available for questions and concerns. I look forward to a successful year. The best way to contact me is by e-mail: robinsonje@atlanta.k12.ga.us.

Sincerely,
Jenna Robinson