

ADVANCED PLACEMENT UNITED STATES HISTORY

Course Syllabus

Spanaway Lake High School

Mrs. Elford

2014-2015



OVERVIEW

Welcome to Advanced Placement United States History (APUSH). APUSH is meant to be a college-level course taught in high school. As such it has several distinct advantages as well as some unique challenges when compared to typical high school honors courses. One advantage of APUSH is that students can earn college credit and high school credit for the same class as long as they “pass” the AP Exam (see next section for more information about the exam). This can save them time and money in college. Enrollment in A.P. classes can also give students an edge in admissions when applying to college. Most importantly, by exposing students to college-level rigor in a high school setting, A.P. can prepare students for much greater success in their university coursework.

The AP U.S. History course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content learning objectives organized around seven themes, such as identity, peopling, and America in the world. In line with college and university U.S. history survey courses’ increased focus on early and recent American history and decreased emphasis on other areas, the AP U.S. History course expands on the history of the Americas from 1491 to 1607 and from 1980 to the present.

However, that same level of rigor makes A.P. courses significantly harder than non-A.P. courses and arguably harder than even most freshman courses in college. The reason for this is that the A.P. Exam is harder than most final exams in college. It has to be. Otherwise, colleges would not accept the scores for credit. Another challenge is the pace. We must finish a college-level textbook in April, well before the end of the second semester.

As a result, only bright, motivated, and disciplined students are likely to succeed in this course and on the exam. Even though good attendance and completing homework are essential to success, they are not enough. Students will have to demonstrate their mastery of essential skills and content on college-level exams and essays. This will require a level of hard work and study that is new to many students. Many students may struggle at first as they adjust to the workload, expectations, and pace. Students involved in extracurricular activities, taking multiple A.P. classes, and/or who are employed need to make sure they have enough time and discipline to manage all of their commitments successfully.

RESOURCES

Textbook:

Fraser, James. *By the People: A History of the United States*, AP Edition, Boston.: Pearson, 2015.

Primary Document Readers:

Kennedy, David M., and Thomas Bailey. *The American Spirit, Volume 1: to 1877*, 10th ed. Boston.: Houghton Mifflin, 2006.

Kennedy, David M., and Thomas Bailey. *The American Spirit, Volume 2: Since 1865*, 10th ed. Boston.: Houghton Mifflin, 2006.

THE A.P. U.S. HISTORY EXAM

The A.P. U.S. History exam, administered on Friday, May 8th, 2015, is 3 hours and 15 minutes long. Half of the exam is a 100-minute, 55 question multiple-choice section/short answer section. The other half of the exam is a 95-minute free-response section that students will respond to a document-based question and long essay question (chosen from a pair of question options). Student performance will be compiled and weighted to determine an AP Exam Score (see “Using and Interpreting AP Scores” below).

Section	Question Type	Number of Questions	Timing	Percentage of Total Exam Score
I	Part A: Multiple-choice questions	55 questions	55 minutes	40%
	Part B: Short-answer questions	4 questions	45 minutes	20%
II	Part A: Document-based question	1 question	60 minutes	25%
	Part B: Long essay question	1 question (chosen from a pair)	35 minutes	15%

The A.P. U.S. History exam is graded on a five point scale. Generally, most public universities award credit or placement to students who earn a 3 or higher, while many private colleges require a score of 4 or higher. However, since each school is free to set its own policy, students need to check the specific policies of the institutions they are interested in attending.

All students enrolled in this class are **required** to take the A.P. U.S. History exam. Not taking the A.P. Exam will result in a failing grade for 2nd semester in the course (per district policy). Each A.P. exam costs \$89 (as of Sept. 2014, it may change). Financial assistance is available for those who need it. Further information about registration will be available later this year. **You must complete the A.P. U.S. History exam in order to complete the course, regardless of signing an AP contract.** If a student is enrolled in an AP course, they are required to take the corresponding AP exam. AP exam scores will not be linked to semester grades. In other words, no grade changes will be made on the basis of a student’s performance on the AP U.S. History exam (exception: any student who receives a “5” will automatically receive an “A” for the course 2nd semester, per school policy).

Using and Interpreting AP Scores

The extensive work done by college faculty and AP teachers in the development of the course and the exam and throughout the scoring process ensures that AP Exam scores accurately represent students’ achievement in the equivalent college course. While colleges and universities are responsible for setting their own credit and placement policies, AP scores signify how qualified students are to receive college credit or placement:

AP Score	Qualification
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

Additional Resources

Visit apcentral.collegeboard.org for more information about the AP Program.

COURSE CONTENT:

This course will begin with European exploration and will continue through contemporary times. Please see the outline of topics below. Many topics will need to be studied by the student using the course text and the resources handed out in class. AP U.S. History is an extremely rigorous course with a great deal of content to learn in a short amount of time. Students are expected to be responsible for their learning.

COURSE OVERVIEW

Semester One: September – January

Unit One: First Americans to Revolution to 1783

(4 ½ weeks)

Text: TBA

Topics: First Americans, European Exploration and Settlement, Jamestown & Plymouth, Influence of Spanish and French Settlements, Chesapeake and New England Colonies, Mercantilism, Slavery in the New World, Colonial Society (social and economic), Immigration, Toward revolution, Intolerable Acts and American Dissent, American Revolution, Philosophy of revolt, French Alliance, War Economy

Unit Two: Confederation to Constitutional Crisis 1776-1860

(5 weeks)

Text: TBA

Topics: Articles of Confederation, Shay's Rebellion, Federalist Movement, Constitutional Convention, Ratification, Federalism vs. States' Rights, Hamiltonian Economics, Washington Presidency, Adams Presidency, Alien and Sedition Acts, Jeffersonian Democracy, The Marshall court, Rise of Democracy, Louisiana Purchase, War of 1812, Treaty of Ghent, American System, Era of Good Feelings, Monroe Doctrine, Corrupt Bargain of 1824, Spoils System, Age of Jackson, Bank Wars, Nullification Crisis, Whig Party, Texan Revolution, Economic Expansion, Economic Revolution, Immigration and Economic Impact, Transportation, Temperance, Women's Rights, Cultural Progress, Education and Religious Reforms

Unit Three: The Slavery Issue, Civil War, and Reconstruction

(4 ½ weeks)

Text: TBA

Topics: Sectionalism: North vs. South, King Cotton, Northern Economy, Southern Economy, Slavery, Slavery and Economics, Southern Socio-Economics, The Abolitionist Movement, Manifest Destiny, Westward Expansion, Texas, Oregon, California, Popular Sovereignty, Underground Railroad, Conflicts and Compromises, Fugitive Slave Act, Kansas-Nebraska Act, Election of 1856, Dred Scott Decision, Panic of 1857, Browns' Raid, Lincoln/Republican Victory, Secession, Economics of War, North vs. South (militarily), European Alliances?, Women and the Civil War, Civil Liberties, Campaigns, W.T. Sherman, African American Soldiers, Assassination of Lincoln, Reconstruction

Unit Four: Jim Crow, Urbanization, and Imperialism

(5 weeks)

Text: TBA

Topics: Grant Presidency, Post-Civil War corruption, 1870s economy, Election of 1877, Compromise of 1877, Jim Crow, Billion Dollar Congress, Populist Movement, Railroad boom, Trade unions, Southern economy, Immigration (new), Urbanization, Educational movements, Washington vs. Du Bois, Women in urban society, Culture in urban America, Indian wars, Mining and Cattle in the West, Agriculture and industry, Election of 1896, Expansionism, Spanish-American War, Acquisition of Puerto Rico and Philippines, Filipino insurrection, Open Door Policy, Roosevelt Presidency, Panama Canal and American Imperialism

Semester Two: January – May (AP EXAM)

Unit Five: Progressivism to A-Bomb

(7 weeks)

Text: TBA

Topics: Progressivism, Muckrakers, Temperance Movement, Conservationist Movement, Consumer Rights, *Muller v. Oregon*, Dollar Diplomacy, Roosevelt runs again, Election of 1912, Wilson Presidency, Latin American Foreign Policy, The Great War and American Neutrality, Americas enters WWI, Wilson's 14 Points, Civil liberties at home, Propaganda, Workers at home, Conscription, Versailles Palace Conference, League of Nations, Wilson's difficulties at home, Woman's suffrage, Immigration issues 1921-1924, Prohibition, Mass-Consumerism, Autos, American Culture (radio, movies, Jazz, literature, Harlem Renaissance), Crash of 1929, Hoover Presidency, Bonus Army, Election of 1932, NRA (1933-1935), Demagogues, SSA, Election of 1936, Court Packing Scheme, FDR Foreign Policy, Axis Belligerents, Appeasement, Lend-Lease, Japanese Internment, War Mobilization (economic, military), Social Effects of War (women, minorities), Campaigns, Truman's Decision: The Bomb

Unit Six: Making Modern America

(5 ½ weeks)

Text: TBA

Topics: Postwar America, Baby boom, Postwar American Foreign Policy, Communism, Consumerism of the 1950s, Election of 1952, McCarthyism, *Brown v. Board of Education*, Little Rock Nine, Space/Arms Race, Election of 1960, JFK, Cuban Missile Crisis, Civil Rights stirrings, LBJ's Great Society, Vietnam, Civil Rights Movement, The Counter-Culture Movement, Nixon Foreign Policy, Middle East Foreign Policy, Watergate, The Woman's Movement, Jimmy Carter, Iranian Hostage Crisis, Election of 1980, Reagan Foreign Policy, Iran Contra, New Conservatism, George H.W. Bush, End of the Cold War/Fall of Soviet Union, Election of 1992, Foreign Policy after the Cold War, The 2000 Election, 9/11, War in Iraq

COURSE EXPECTATIONS: In this course, students will have the opportunity to:

- Develop a better understanding of the history of the United States in political, economic, social, and cultural terms.
- Improve writing, research and critical reading skills.
- Improve thinking skills.
- Master a broad body of historical knowledge.
- Demonstrate an understanding of historical chronology.
- Use historical data to support an argument or position.
- Interpret and apply data from original documents.
- Use group skills to complete pair/group assignments.

A.P. Students are expected to:

- Complete ALL assigned reading prior to the day it is due.
- Complete ALL work individually, unless otherwise noted.
- Behave in a mature manner.
- Take notes on lecture, discussions, and pertinent reading information.
- Maintain at least a C grade in the course.
- Properly prepare for all tests and quizzes.
- Turn in all assignments and projects on time.
- Prepare for the College Board AP examination held in May.
- Take the College Board AP Exam in May.

MATERIALS:

Please bring the following with you every day to class:

- 3 ring binder specifically for APUSH (see APUSH handbook for how to organize binder)
- Spiral notebook, for APUSH only
- Pen (black or dark blue ink ONLY – assignments in other colors of ink will NOT be accepted) or pencil w/ eraser
- Highlighters (preferably at least two or three colors)

*Note: I gladly accept extra binders for students who may not have the means to afford one of their own. Thank you in advance to anyone willing and able to donate a new binder.

BEHAVIORAL EXPECTATIONS:

- This is a college level course and appropriate and MATURE BEHAVIOR is expected at ALL times.
- BE HERE – Attendance and punctuality are very important. In class activities cannot be made up outside of class, so be here EVERY DAY!
- CHALLENGE yourself. Be prepared to learn every class session.
- RESPECT yourself, your peers, your staff, your guest teachers, and your building.
- PREPARE yourself by completing quality work, being on time, maintaining a positive attitude, and bringing all your classroom materials to each class.
- NO FOOD or DRINK, except water, may be consumed in the classroom without permission.
- FOLLOW all SLHS school wide expectations set forth in the student handbook.
- Make Mrs. Elford HAPPY. Be the example, don't be made the example.

DISCIPLINE: If the expectations are not followed, possible actions may include:

- | | |
|---|---|
| • Verbal warning and/or conference with student | • Parent contact and/or possible conference requested |
| • After school detention/Friday school | • Referral to office |
| • Seating change | |

*NOTE: These steps are NOT progressive. Frequency and severity of behavior will dictate action to be taken.

GRADING

Grading—There are several major categories for grades given in this class (see below). Grades are calculated by the relative weight given to each category, not simply by adding up a student's points for the class and dividing by the number possible. Many elements of the Standards-Based Grading model will be incorporated into this course. For example, the majority of a student's grade will be based on their assessment work. Non-academic factors, such as attendance and compliance, will not be recorded in the grade book, but are important and are recorded separately. The cumulative letter grade will reflect a student's skills and knowledge related to APUSH skills and content.

Grading Scale

Percentage Breakdown

93%-100%	A	79.9%-77%	C+	60% = Summative Assessments (exams, projects, presentations, timed writes, etc.)
92.9%-90%	A-	76.9%-73%	C	
89.9%-87%	B+	72.9%-68%	C-	30% = Formative Classwork (homework, study guides, quizzes, etc.)
86.9%-83%	B	67.9%-64%	D	
82.9%-80%	B-	<63.9%	F	10% = Final Exam or Final Project

Unit Exams—Unit exams will usually be given over a few chapters at a time. Each exam will cover all the readings, lectures, discussions, etc. since the previous exam. Students who know they will be absent on the day of an exam must inform the instructor several days prior to arrange an alternate time to take the test. Exams will consist of 55-multiple choice questions with 2-4 short answer questions.

Re-take Policy— Students who wish to be successful will be given that opportunity, even if that success does not come on the first attempt. Students will be given the opportunity to re-take substandard assessment work, with the exception of quizzes and final exams.

- Due to the quicker pace an A.P. class must follow, re-takes **MUST BE TAKEN WITHIN THREE WEEKS** after the assessment has been graded and handed back to the student.
- Students must also provide evidence that they put in extra effort to prepare for re-taking the assessment (depends on the assessment, but the teacher will set the guidelines per assessment; either correcting the assessment, or providing notes to show preparation for re-take of assessment).
- Student scores will be averaged from the original and retake assessments.

Essays—The largest part of the Advanced Placement exam is the essay portion. Therefore, considerable time will be spent learning and practicing how to write effectively. Specific essay guidelines and expectations will be handed out at a later date. Those essay guidelines must be carefully followed. Students will usually be required to write essays once per unit, starting in October. It is anticipated that all essays will be in class “timed writes.” Students should expect that if they miss an in class essay, their make-up essay may be on a different topic than the one given in class. This is to ensure that academic integrity is upheld for each essay. Class essays will be similar to those given on the A.P. U.S. History exam and will be graded on the same scale used by the College Board. More information on this will be provided later.

Major Projects—One or more group projects will be assigned throughout the year. These may consist of a formal debate, a student-led lecture or review activity, historical simulations, etc. Projects will require a significant amount of research and preparation outside of class. Rubrics and detailed instructions will be forthcoming.

Common Assignments—

Reading: Expect 5-10 pages of reading each night from either the textbook or supplemental materials. Student will be given a reading/notes calendar each month that outlines the required reading/notes homework for each night.

Student-Created Reading Guides/Notecards: These are reading notes. They are created and kept by the student and will be checked weekly by the teacher. These will become an excellent tool for review in the future. More information on these is in the APUSH Handbook.

Quizzes: Topical or analytical (with documents) to check for understanding.

DBQ/Long-Essay/Short-Answer: Written assignments are given several times during each unit. DBQs, Long-essay and short-answer are analytical essays stressing historiography and primary document analysis.

Unit Exams: Formal assessment at the end of each unit. Thematic quizzes are also given to assess students' understanding of enduring themes of the course during a given unit.

Final Exam: All students will take a cumulative, multiple choice final exam at the end of the first semester. A second semester final exam may also be required.

Final Project (2nd Semester Only): After the A.P. exam, students will work in groups to create one or more projects. Topics, rubrics, and detailed instructions will be forthcoming.

LATE WORK POLICY

Any late work turned in after the class period it is due will *automatically only be worth up to 50% of the original* (that is if a student completes assignment fully and meets all expectations of the assignment). Students may only turn in missing, late, and make-up work during the current grading period. For example, if a grading period lasts from September 5th – October 15th, any missing work from that period will be due on the last day of the grading window. Redos on assessments must also fall within the current grading period (with exceptions due to assessments given within a short amount of time near the end of the grading period). Students will be aware of upcoming due dates and should record them daily in their planner/calendar. If a student is continuously turning in late assignments, parent contact will be made. Late work is unacceptable and students who do not keep up on their work will have hard time keeping up with the concepts being studied and discussed in class.

MISCELLANEOUS

Cheating—While students are encouraged to help each other and work together, cheating will not be tolerated. Cheating occurs whenever a student attempts to take credit for someone else's effort. Cheating can take place in or out of the classroom on anything that has a point value attached to it. Any student who is caught cheating or committing plagiarism will fail that assignment and be referred to administration. For a second offense, the student will fail the course. Keep in mind that most colleges and universities have no tolerance policies when it comes to cheating and plagiarism and will usually expel students guilty of such offenses.

Use of Photo/Video for Instructional Purposes—On occasion, teachers and/or students may use photos or videos of students in this class for instructional purposes. Any use of said media will be in accordance with Bethel School District Policy. Additionally, student photos are used throughout the year in other school and district publications. Parents who do not want student photos to be released, need to write a letter of request to Julie Baublits, SLHS Principal.

Disclaimer—The teacher reserves the sole and complete right to modify this syllabus at any time and in anyway she sees fit. Minor syllabus modifications often happen during the school year. However, any changes will be made for the good of the class and announced as soon as possible.

Tardies—Consequences are as follows for each tardy:

1st/2nd tardy: warning

3rd/4th tardy: assign after school detention and parent contact

5th tardy: submit referral for Friday School

6th tardy: submit referral-administrative conference with parent and student

*Tardies exceeding 10 minutes constitutes an absence

Web Site—Click on “Academics” and then find Elford and the appropriate period to access site. Please check site regularly for class schedule, documents, and announcements.

Any questions? Please let me know. I want you to succeed in this class and you can! It will take hard work, but I am here to support you and available to provide extra help if you need it.

Teacher Contact Information:

Katlin Elford

EMAIL:

kelford@bethelsd.org

PHONE: 253-683-5763

ADVANCED PLACEMENT UNITED STATES HISTORY
AP Commitment



Student Name: _____

- I understand that this is a college course with college-level expectations, and I understand that my work will be held to a college-level standard.
- I understand that I will have homework on a regular basis and that I am expected to complete that homework to the best of my ability.
- I understand that, in order to do the best I possibly can, I should review my AP readings on a regular basis; I understand that "cramming" for a test may result in a low grade on that test or the course in general.
- I understand that the teacher will be available to help me before or after school, usually on _____.
- I will read all texts that are assigned and I will take notes on those texts.
- I understand that I should try to keep my absences to a minimum (including, if possible, school function absences) since no amount of make-up work can substitute for being in class.
- I understand that if I am aware of an upcoming absence that I am to let the teacher know in advance, collect the work I will miss ahead of my absence and have it completed by the day I come back to class.
- I understand that that if I have an assignment that is due on the day of a pre-excused absence that I will hand that assignment in prior to the absence. I will not skip class to avoid taking tests or turning in essays.
- I understand that a major objective of this course is to prepare me for the AP test; therefore I will make every effort possible to prepare myself for the test and take that test in May.
- I understand that I must take the A.P. Exam on May 8, 2015 or I will fail second semester of this course.
- I understand that I will have to complete several large projects outside of class, along with my homework assignments. I will complete these to the best of my ability and ask for help when I need it, BEFORE the assignment/project is due.
- I understand that if I am caught cheating, that the first time I will receive a zero on the assignment and will not be able to make the grade up. If I am caught subsequent times, I will be subject to a failing grade for the course and possible removal from A.P.

(Print student name)

(period)

(student signature)

(date)

(Print parent/guardian name)

(parent/guardian signature)

(date)

Parent E-mail _____

Parent Phone _____

Best way to contact you (please circle): E-mail or phone