

# Mr. Powers

## AP U. S. History

### Course Information

Advanced Placement United States History

#### **I. General Information**

**Course:** Advanced Placement United States History

**Scope:** “Age of Discovery” to the present.

**Prerequisites:** “A” in World History and “A” in English or “A” or “B” in Honors History/English or Recommendations of 10<sup>th</sup> grade History or English teachers

**Length of course:** one year

**Credits:** five units per semester

**Grade Level:** 11, 12

**Text:** The American Pageant, Eleventh Edition, 1998 by Thomas A. Bailey, David M. Kennedy, and Elizabeth Cohen.

**Website for the Book:** <http://www.college.hmco.com/history/>

**II. Course Content/Learning Outcomes:** Advanced Placement United States History surveys the period beginning with pre Columbian Native American societies and ending with international affairs and domestic changes in the post 1945 period to approximately 1980. The College Board determines the course content outline. The course is designed to provide a comprehensive overview of U.S. history and to provide students with the analytical skills and factual knowledge to deal critically with the problems and materials in United States history. For the most part, the course will follow a chronological path, however some topics such as the status and rights of women, the civil rights of African Americans and Native Americans, American political parties, and U.S. foreign policy will bridge and overlap chronological time periods.

Learning Outcomes for this Course:

1. Students will understand the events of American history from pre Columbian societies and ending with international affairs and domestic changes in the post 1945 period to approximately 1980. (ESLR #2)
2. Understanding that certain themes prevail in American history including status and rights of women; the civil rights of African Americans and Native Americans; American political parties and U.S. foreign policy. (ESLR #1)
3. Students will learn to assess historical materials-their relevance to a given problem, their reliability and their importance-and to weigh the evidence and interpretations presented in historical scholarship. (ESLR #1,#3)

4. The development of the skills necessary to reach conclusions on the basis of informed judgment and to present reasons and evidence clearly in essay formats. (ESLR #1)
5. The ability to successfully address multiple choice questions of the type found on the AP exam. These questions usually demand that students pull together knowledge and understandings learned from several sources in order to make a reasoned selection for the answer. (ESLR #4)
6. The study skills necessary to read and understand historical scholarship and to draw conclusions and inferences from this study. (ESLR #5)

Students will learn to think like a historian! The APUSH course develops the skills necessary to reach this outcome.

### **III. Instructional Plan**

This course will be divided into **10 units** (click here to view units). Each unit will focus on a particular time period in US History. After a two week review unit of the colonial time period at the start of the school year, units will consist of the following pattern:

## **Unit 2: The New Republic**

- Weekly Homework (Chapter Notes and Terms)
- Weekly Reading Quiz (Based on the assigned chapter for the week)
- Other Assigned Readings
- In-Class Activities and Assignments
- Unit Exam (40 Multiple Choice Questions and a DBQ/Free Response Essay)

### **IV. Assessment**

**Homework and Classwork:** AP US History is a demanding class that requires daily homework. If you are planning on earning an “A” or “B”, plan on at least six to ten hours of homework a week. Begin planning and preparing NOW to take the exam in May.

The class will be structured to give you the skills required for success on the exam and for life-long learning. Multiple choice questions will be chosen from past AP exams or written in the language or style of typical AP questions and time will be spent in learning how address these types of questions. Time in class will also be devoted to learning how to write a response to a Document Based Question (DBQ), as well as to short essays of the type found on the exam. As mentioned earlier, much time will be devoted to learning how to think like a historian might think about

events, issues, people, etc.

In addition to reading the textbook and taking notes about the reading, assignments include supplementary readings, research projects, oral presentations, group discussion, quizzes, objective and essay tests, critiques of documentary programs and others. Major assignments will be given with specific due dates assigned in advance to allow students to organize their time. You will also have at least one week's notice before a major examination. Most quizzes will be announced ahead of time, but some may be unannounced.

Late work will not be accepted unless there are extenuating circumstances and prior arrangements are made with the teacher.

You must **KEEP UP WITH THE READING**. This is critical for your success in this class and on the exam in May.

**Examinations:** Chapter reading quizzes will take place weekly. Unit examinations will take place approximately every four to six weeks. The chapter reading quizzes will consist of objective based questions dealing with the content from the assigned reading. Unit examinations will consist of a combination of essay and objective questions based on assigned readings, class discussion, and any other class assignments/activities. All essays will be scored according to the 9-point rubric included in the syllabus.

**Grades:** All APUSH assignments are graded on a point system, but one in which assignments and tests are placed into **WEIGHTED CATEGORIES**. As points are assigned and the score placed in the gradebook, they will be placed in a certain category which, as grades are calculated, bears a certain weight in determining the grade for the class. The **WEIGHTING** is as follows:

Quizzes/Tests/Projects	55%
Classwork/Homework	25%
Final Exam/Final Project	20%

At the end of each semester, the lowest score in the Tests category will be dropped.

The following scale will be used to determine the student's grade:

90% +	=	A
80-89%	=	B
70-79%	=	C
60-69%	=	D

Less than 60%      F

**Remember**, though, in the beginning of the year, particularly, your grades may not be what you have accustomed to. This is a challenging class, with lots of new skills to learn, and a big step up from what you are used to. If you are working on developing these skills and have sought assistance from the teacher, hang in there. Do not panic, everything will work out for the best. You will see improvement! If you are having any difficulties, please talk to me at any time.

Also, please keep a written record of your points and keep all work that has been graded and returned to you. Grades will be posted by ID #, after the third week of school and will be updated weekly.

#### **V. Text and other Materials**

**Text:** The American Pageant, Eleventh Edition, 1998 by Thomas A. Bailey, David M. Kennedy, and Lizabeth Cohen.

**Website for the Book:** <http://www.college.hmco.com/history>

**VI. Introduction to A.P. U.S. History:** Welcome to AP U.S. History! During the summer you should have read and taken notes on The American Pageant, Chapters 1-6. In addition, you were to have read Founding Brothers and completed a one page paper on your interpretation of history.

You have chosen to take a demanding, COLLEGE LEVEL survey course in U.S. history. There is much that will be expected of you. You will read the entire textbook as well as numerous additional primary and secondary resource materials. You will be expected to analyze, reach conclusions, and to fully and firmly support those conclusions both orally and in writing. You will be expected to synthesize the material to come up with new ideas about the history of the United States. You will be expected to do more than memorize names, dates, and facts. You will use the factual information to construct a meaningful “larger” picture. Overall, this course is meant to challenge your thinking about the history of this nation.

Due to the special nature of an AP course, students and parents must be aware of the commitments required. Once you have read the following expectations and responsibilities, your signature indicates your agreement to these requirements. In addition, your parent or guardian must sign also, indicating his/her understanding of the requirements, time commitment and if taking AP exam, the preparation and financial commitment to take the exam.

**VII. Personal Responsibilities:** Please note that this is a class in which **YOU**, the student, must take primary responsibility for your success. One of the most important tasks for you is to **READ YOUR TEXTBOOK AND ANY OTHER ASSIGNED MATERIAL!**

Mr. Powers will not cover every item in detail. That is a physical impossibility given the short time of we have to cover 350 years of history. At the end of this syllabus, there is a Course Outline for the weekly reading assignments for your textbook. Please adhere to this schedule. During the course of the year, you will need to read one to two chapters a week (40 pages approximately),

take notes both while reading and in class, do research outside of class, prepare special projects and presentations, read additional novels, write essays, and take multiple choice exams. If at any time you need help, do not hesitate to ask! Remember this a COLLEGE LEVEL course.

**VIII. The AP Exam in History:** In addition, a goal is for students to be prepared to take the national college level Advanced Placement Examination administered in May. The 2003 Advanced Placement Examination in United States History is Friday, May 9,

The APUSH examination is 3 hours 5 minutes in duration and consists of two sections, (1) a 55-minute multiple choice section and (2) a 130 minute “free” response essay examination.

The “response essay” examination consists of three parts. A mandatory 15-minute reading period precedes any writing. Part A of the “free response” essay section is a document-based question (DBQ). Suggested writing time is 45 minutes. Part B and Part C each include two essay questions that, with the DBQ, cover the first European explorations of the New World to the present. Students are required to respond to one essay question in each part in a total of 70 minutes. Five minutes of planning and 30 minutes of writing on each are recommended.

The DBQ differs from other essays in its emphasis on the student’s ability to analyze and synthesize historical data and assess the relevance of verbal, quantitative, and pictorial materials as historical evidence. Like the essays, the DBQ will be evaluated on the strength of thesis, the quality of historical argument, and the evidence offered in support of the argument. Also, beginning this year, The College Board will no longer announce the fifty-year time period for the Document Based Question. That means we have a much more difficult job preparing for the exam. Supplemental information, including a sample question, documents and student samples is available at [www.collegeboard.org/ap](http://www.collegeboard.org/ap). You will also receive plenty of sample materials in class.

**IX. Participation:** This class requires you to participate in all activities in a positive, constructive manner. This means that you are in class, on time and work productively and cooperatively at all times. Please come prepared every day and work to the best of your ability.

**X. Make-up Work:** After an excused absence, it is the student’s responsibility to find out what has been missed. Failure to make up work will result in “0” points. Quizzes following reading and note-taking assignments, if missed due to an excused absence may be made up by the special arrangement with the teacher. Unit Exams are to be made up the day you return from a one or two day absence. Note: Being absent the day before a scheduled quiz or exam does NOT excuse you from taking the exam on the day it is scheduled.

**XI. Notebooks and Materials:** Please keep all work, notes and other handout materials in your notebook. By keeping your materials, you will have an important Review Notebook to study from prior to the exam. This Review Notebook will serve as the basis of our review sessions in the month preceding the AP Exam. This course description will begin the Review Notebook. Then chapter-by-chapter, corresponding to the chapters in the textbook, your Review Notebook will contain the following: lecture notes, classwork/homework (including outlines of the chapters), all primary and secondary source materials, and quizzes/tests. If your notebook gets too full, please

take some of the work out and file by unit in a safe place at home.

Students are to bring textbook (unless told otherwise), paper, pencils, and pens (blue/black ink only for essays) and any other working materials to class daily. On occasion students may check out materials from the classroom to use at home. Prompt return of those materials is essential.

**XII. Contacting Mr. Powers:** Mr. Powers is available most days after school. He is also available for brief questions most mornings and during the snack period. If you need assistance, please do not hesitate to ask. You may also reach Mr. Powers by phone at 831-644-9157 (home) or 831-646-6590 ext. 284 (work) or by email at [dpowers@pgusd.org](mailto:dpowers@pgusd.org). If you get my voice mail, please leave a message with the phone number and best time to get back to you. Please make time to see me if you have any questions at all.

When you turn in this entire handout to Mr. Powers, signed below; he will give you credit and return it to you. Your signature and the signature of your parent or guardian constitute your commitment and agreement to do your best in this class.

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Student Signature	Date	Parent/Guardian Signature	Date
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