

AP[®] US History
Mr. Coop
Palo Verde High School
2015 – 2016
www.mrcoop.org

The objective of this course is to increase students' understanding of U.S. History from the discovery of the Americas to the present. A primary goal is to expose each student to the most rigorous U.S. History class possible. Another goal is to have each student make the attempt to earn a qualifying score on the AP U.S. History exam. This course includes a full year of U.S. History divided into two semesters

Course Scope:

This one-year course designed for the college-bound student, with an emphasis on meeting the requirements of the College Board Advanced Placement U.S. History examination. Students should refer to the current Advanced Placement course description, available online, for additional course and examination specifics. The AP course provides an in-depth examination of the major historical themes from 1492 to the present, including: territorial expansion of the United States; demographic changes over time due to immigration and internal migration; the ongoing evolution of the American character, including diversity & multiculturalism; the development of American political, social, and economic institutions; the role of religion throughout U.S. history; and American diplomacy & war in regional and global contexts. A careful balance of factual knowledge, analytical skills, and *historiography* (how interpretations are continually reevaluated by historians over time, and how such changing interpretations influence later generations) will be used throughout the year.

1st Semester: Age of Discovery through Civil War and Reconstruction: Pre-1492 to 1870s

2nd Semester: Responses to Industrialization and Urban Life through the Present: 1870s to Today

Areas of concentration include social, political, and economic history, coupled with an intense study of cultural and intellectual institutions and their development. This is a college equivalent class and is taught at that level. The major difference between a high school and college history course is the amount of reading/writing and the focus. Most high school courses stress "what happened," intending to provide enough background to ensure good citizenship. This class emphasizes not only what happened, but the *hows* & *whys*, as well as the *consequences*, of historical events.

Course Goals:

1. To analyze and evaluate the importance of history, in general, and U.S. History, specifically.
2. To evaluate historical change over time.
3. To analyze historical data critically and persuasively.
4. To learn how to develop strong theses based on a variety of historical source materials.
5. To understand and interpret United States history through the use of both primary and secondary sources.
6. To assess historical documents and other materials and their relevance to a given interpretive problem.
7. To evaluate economic, cultural, intellectual, social, political, constitutional, and diplomatic history, and to understand the major interpretive questions derived from the study of such themes.
8. To evaluate evidence and the various interpretations presented in historical scholarship, and to thus understand changes in historiography and certain key interpretations of major historical events.
9. To compare individual or group experiences that reflect socioeconomic, ethnic, racial, and gender differences.
10. To evaluate art, literature, and popular culture in the context of United States history.

Please Note: AP U.S. History course goals must exceed the basic state content standards for this subject.

Required Textbook:

Boyer, Paul S., et al. *The Enduring Vision*. Sixth Edition. (Toronto: D.C. Houghton Mifflin Company, 2008).

Web Resources:

<http://student.collegeboard.org/>

To find more information on the AP Exams please use the link above to visit the College

Board website.

http://college.cengage.com/history/us/boyer/enduring_concise/6e/resources.html

Required textbook resources including podcasts, practice tests, and additional activities.

*There will also be various articles and handouts from time to time provided by the teacher, as well as the opportunity to view clips of videos from sources such as The History Channel and A&E Biography.

Thematic Learning Objectives:

- American and National Identify
- Politics and Power
- Work, Exchange, and Technology
- Culture and Society
- Migration and Settlement
- Geography and Environment
- America in the World

Historical Thinking Skill Proficiency Expectations

- Analyzing Evidence
- Interpretation
- Comparison
- Causation
- Patterns of Continuity and Change over time
- Argumentation

Historical Periods

Period	Date Range	Instructional Time
1	1491-1607	5%
2	1607-1754	10%
3	1754-1800	12%
4	1800-1848	10%
5	1844-1877	13%
6	1865-1898	13%
7	1890-1945	17%
8	1945-1980	15%
9	1980-Present	5%

Materials Needed:

- 3 Ring Binder 2 to 3 Inches with Notebook filler paper with 10 Dividers
- Colored Pencils
- Black and Blue Ink Pens (only)
- A Pack of #2 Pencils (NOT MECHANICAL)
- USB Flashdrive, Google Account Access, Edmodo Account Access

The grading scale above follows the AP standards; each assignment will be graded, given a percent that equates to a letter grade and then given the appropriate letter grade. Essays and DBQ's will be graded and given a number grade (1-5) and will follow the rubric as presented to the students at the beginning of the year.

Homework: Homework is important and highly valued. Students must master content in order to apply critical thinking skills to their studies. Homework helps students learn the necessary facts and provides a basis for all class discussions. Homework will include assigned readings from the text with questions, primary source readings and questions, vocabulary, practice essay and DBQ writing and maps.

MAKE UP WORK:

Late Work: Students will be expected to turn work in on time. If a student anticipates a problem getting work done, he/she may talk to the teacher ahead of time and make special arrangements. If an emergency arises, the student needs a note the day that the assignment is due from his/her parent indicating the nature of the emergency. The teacher reserves the right to contact parents to discuss the nature of the problems.

Absent Work: After any absence a student shall be required to initiate contact with the teacher to obtain appropriate makeup work within three days directly following the absence. Once contact has been made with the teacher, specific make-up work will be determined by the teacher. Student will then have three days to complete make-up work per CCSD policy. Regular attendance is strongly encouraged to make sure that students do not fall behind in their studies.

Classroom Rules:

- A. Passes are only issued in emergency situations.
- B. There is no eating, drinking, or gum chewing in class.
- C. Personal grooming (hair, make-up, etc.) is to be done outside of class.
- D. No hats are to be worn in class.
- E. Students should bring pens, paper, notebooks, and assignments at all times.
The teacher will not supply the students with any materials.
- F. Students are expected to work quietly in class on their assignments
- G. Talking is to be kept to a minimum. No talking while another is talking.
- H. Take care of the furniture, equipment, and the room as if it were your own.
- I. Politeness, kindness, and respect toward the teacher and classmates will exist at all times.
- J. Students are expected to arrive and leave the room quietly.
- K. If a student has business with the school or other teachers, they are to conduct it during lunch or after school. No passes will be given to conduct this type of business during class time.
- L. Trash is to be put in the trash can at all times.
- M. Students are expected to stay in their assigned seats at all times until the bell rings to be excused.
- N. The bell does not excuse you, the teacher does.
- O. All Students will follow the CCSD School dress code
- P. When the teacher is talking no one is talking!
- P. Students are not to store their personal belongings in the classroom.
- Q. BULLYING WILL NOT BE TOLERATED. THIS CLASS WILL STRICTLY FOLLOW THE PALO VERDE HIGH SCHOOL BULLYING POLICY. ANY AND ALL INCIDENTS OF BULLYING WILL BE DOCUMENTED AND DEALT WITH IMMEDIATELY!**

Discipline Policy: No one has the right to interfere with the learning of others, and thus the following actions will be taken:

1. First Violation: Incident will be discussed with the student, documented, and
filed
2. Second Violation: Phone call home to parent, documented, and filed
3. Third Violation: Phone call home to parent, documented and filed, and one day detention for 30 minutes
4. Fourth Violation: Counselor referral, and one week detention for 30 minutes per day

5. Subsequent Violations: Referral to the Deans' Office

If the nature of student behavior warrants an immediate referral to the Deans' Office, then such action will be taken.

Any student may discuss his/her grade with the teacher before and after school. Students and parents can check grades on the school's INFINITE CAMPUS program. Students not maintaining at least a "C" average will receive an Unsatisfactory Progress Report

Cheating, copying another student's work, and/or plagiarism will not be tolerated. If a student is guilty of any of the aforementioned, he/she will automatically receive a "0" for a grade for the assignment. Submitting computer printouts from electronic sources or on-line services will be considered plagiarism

Course Activities: 1) Each of you will be required to obtain an Atlas as part of your study of AP US History. The atlas will be utilized with map activities to familiarize you with different world regions and the identification of countries. Throughout each unit, students will get activities designed to help analyze the content and provide them with concise resources in preparation for the AP exam. These activities will help the student analyze people, events, and concepts in the AP US History course. The Map pack you receive will consist of a variety of both political and geographical maps to help students identify and locate major historical places in the specific units being covered; you will be tested periodically on maps in this course. 2) Another aspect of learning about US History is the understanding of art and its role in different cultures. Throughout each unit students will learn to use and analyze art. 3) During the first few weeks of the course, called Foundations, the students will be introduced to the Document Based Question. Students will be given documents that relate to each period in the Foundations unit to analyze, create higher-level thinking skills and learn how to develop the skills needed to identify point of view and trends over time. The use of previous developed College Board DBQ's and essays; and by the peer-reviewing essays with AP scoring guidelines will help students learn the expectations required for the AP exam.

Evaluation/Assessment: Exams and quizzes are given to evaluate how the student is doing in the class and understanding the main concepts/ideas of the curriculum. They provide important feedback to the teacher. To prepare you for the AP exam, every unit test will be timed. Every part of the AP US History Examination assesses habits of mind as well as content. For example, in the multiple-choice section maps, graphs, artwork, and quotations are used to judge students' ability to assess primary data, while other questions focus on evaluating arguments, handling diversity of interpretation, and making comparisons among societies, drawing generalizations, and understanding historical

context. In the essay section of the examination, the document-based question (DBQ) focuses on assessing students' ability to construct arguments; use primary documents; analyze point of view, context, and bias; and understand the global context. The remaining two essay questions focus on global patterns over time and space and comparisons within and among societies.

Technology: Technology now plays a major role in our lives and it is an expectation that students will become computer literate during this course. Students will learn how to use the computer in a social studies classroom and how to apply its unique talents to the study of AP US History, through research, activities and webquests. I also request that all papers assigned for homework are required to be typed on the computer (in word or Google Docs) unless otherwise directed by the teacher.

AP Test: All students in this class will have the opportunity to take the AP test in May. Information on registration, cost, etc. will be given to students later in the course. There will be daily study sessions prior to the exam to review the material we have covered. You will be given material throughout the course that will prepare you for the exam.

Recommendations for Success: Here are some points to remember for being successful in this class-

1. Attention and Attendance in class is mandatory!
2. Classroom participation in discussions/activities
3. Consistent and thorough completion of all assignments (including all reading work)
WORK AHEAD!
4. Adequate preparation for tests
5. Knowing when to seek help; I am available before and after school for consultation.

