2017-2018 Advanced Placement United States History Syllabus

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Room: 801

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**COURSE DESCRIPTION**

Advanced Placement U.S. History is a college-level introductory course which examines the nation’s political, diplomatic, intellectual, cultural, social, and economic history from 1491 to the present. A variety of instructional approaches are employed and a college level textbook is supplemented by primary and secondary sources.

**COURSE ORGANIZATION**

The course is organized around A.P. U.S. History’s seven major themes: Identity (ID); Work, Exchange and Technology (WXT); Peopling (PEO); Politics and Power (POL); America in the World (WOR); Environment and Geography - Physical and Human (ENV); Ideas, Belief, and Culture (CUL). The major themes are prescribed by College Board and are designed to develop the student’s historical thinking skills.

**UNITS:**

1. 1491-1607
2. 1607-1754
3. 1754-1800
4. 1800-1848
5. 1844-1877
6. 1865-1900
7. 1890-1945
8. 1945-1989
9. 1980-present

**Each unit will contain 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.

**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 (ATP):** Students are provided with opposing viewpoints expressed in either primary or secondary source documents and in writing must determine the following:

The Thesis:

* What is the main argument of each author?

Evidence:

* Looking at the supporting evidence, analyze whether they are logically interpreted by the authors. Do they clearly support the thesis?

Critical Analysis:

* What do the sources add to your own understanding of the topic?
* What points are strongly made and 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?

**You Be the Judge (YBJ):** 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 authors made the better case.

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

**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; and

3. Identify the theme(s) under which these issues and developments might be categorized.

**Unit Tests:** A heavily weighted test will be given at the end of each unit. The exam will have three components: multiple choice questions (MC), short answer questions (SA), and/or either a free response essay (FRQ) or a document based question (DBQ). Each component of the exam will emphasize the application of historical thinking skills to answer the question. Information from prior units is often a critical component of the response.

**Grading Criteria:**

Classwork and Notebook Checks 15%

Unit Tests 20%

Writing (DBQ, FRQ, SAQ) 15%

Reading Quizzes 10%

Reacting to the Past Games 15%

Nine Week Exam 25%

**Required Supplies:**

Sturdy 2 inch binder with 7 divider tabs, post-it notes, highlighter markers, PENS (all work must be completed in blue or black pen), and a large packet of 4x6 index cards,

Divider tabs should be labeled: P1&2, P3, P4, P5, P6, P7, P8&9.

**Cell Phones**

Students will not be permitted to use cell phones my class. Students will lock their phones in a charging station at the beginning of class and will retrieve it at the conclusion of the class period. Each locker is individually keyed, so phones will be secure during the class period. If a student is found with a cell phone in class, it is an automatic referral.

**Class Rules:**

Be on time.

Be prepared.

Be appropriate.

All rules listed in the G.B.H.S. Code of Student Conduct apply.

**Consequences:**

**Be on time:** Students are allowed two tardies per nine week period without penalty. After the first two tardies, each subsequent tardy will result in a referral to the dean of students. Regardless of the number of prior tardies, if student arrives two minutes after the tardy bell, a referral and the student will be sent to Student Services.

**Be prepared:** Students are expected to bring their notebook, pens, and assignments to every class. Late work is not tolerated and will result in a zero.

**Be appropriate:** Students should refrain from talking when others are speaking. Students are to respect the classroom environment by cleaning up behind themselves. Students are permitted to drink water in class; however, food and drinks are disallowed.

**G.B.H.S. Code of Student Conduct will be strictly adhered to.**

**Classlink:**

GBHS has 24/7 access to student’s grades, performance, and attendance via our Classlink.  A student identification number and PIN are needed for access. The Classlink is accessed via our school website:  [www.gulfbreezehighschool.com](http://www.gulfbreezehighschool.com). If you have technical difficulties, contact Angel Humphreys at 850-916-4129 or [humphreysa@santarosa.k12.fl.us](mailto:humphreysa@santarosa.k12.fl.us).

**Primary Textbook**

*The American Pageant*, David M. Kennedy, Lizabeth Cohen, and Thomas A. Bailey, 15th ed., Wadsworth/Cengage, 2010.

**Primary Sources**

*Opposing Viewpoints, Vol. 1 & 2*, William Dudley and Thomson Gale, 2007.

*The American Spirit: United States History as Seen by Contemporaries, Vol. 1 & 2*, Thomas A. Bailey and David M. Kennedy, 6th ed., D.C. Health & Co., 1987.

*American Progressivism*, Ronald Pestritto and William Atto, Lexington Books, 2008.

*William Lloyd Garrison and the Fight against Slavery, Selections from The Liberator*, William E. Cain, Bedford Books of St. Martin’s Press, 1995.

*Ordinary Americans, U.S. History Through the Eyes of Everyday People*, 2nd ed., Linda R. Monk, Close Up Publishing, 2003.

*Letters of a Nation, A Collection of Extraordinary American Letters*, Andrew Carroll, Broadway Books, 1997.

**Secondary Sources**

*Apostles of Disunion, Southern Secession Commissioners and the Causes of the Civil War,* Charles B. Dew, University of Virginia Press, 2001.

*A People’s History of the United States 1492 - Present*, Howard Zinn, Perennial Classics edition, 2001.

*A Patriot’s History of the United States: From Columbus's Great Discovery to the War on Terror*,

Larry Schweikart and Michael Allen, Sentinel 2007.

*Patriots, Loyalists, and Revolution in New York City, 1775-1776*, Bill Offutt, Barnard Reacting to the Past, W.W. Norton & Company, 2011.

*Crisis and Command, A History of Executive Power From George Washington to the Present*, John Yoo, Kaplan Publishing, 2011.