

AP US History Syllabus

This course is designed to satisfy graduation requirements, to prepare students for college and the AP exam that gives students the opportunity to obtain college credit. It is a two-semester survey of US history from the age of exploration to the present. AP courses are different from regular high school courses in that they are taught with college level materials and require HOURS of outside reading and studying. AP US History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the history of the United States. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP US History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. Characteristics of an AP course include content immersion, a fast pace and performance assessed at the analysis and synthesis levels.

Themes in AP US History

This course follows a narrative structure supported by the textbook. However, the following seven themes described in the AP U.S. History Course and Exam Description are woven throughout each of the 9 units of study. The themes listed are designed to encourage students to think conceptually about the American past and to focus on historical change over time. These ideas may serve as unifying concepts to help students synthesize material and place the history of the United States into larger analytical contexts.

1. **Identity (ID)** - How has the American national identity changed over time?
2. **Work, Exchange, and Technology (WXT)** - How have changes in markets, transportation, and technology affected American society?
3. **Peopling (PEO)** - How have changes and population patterns affected American life?
4. **Politics and Power (POL)** - How have various groups sought to change the federal government's role in American political, social, and economic life?
5. **America in the World (WOR)** - How has U.S. involvement in global conflicts set the stage for domestic social change?
6. **Environment and Geography (ENV)** - How did the institutions and values between the environment and Americans shape various groups in North America?
7. **Ideas, Beliefs, and Culture (CUL)** - How have changes in moral, philosophical, and cultural values affected U.S. history?

Course Outline

In each era, students will be required to:

- Read the coordinating chapter in the text: By the People
- Take notes over the reading, answer variety of questions over the reading,
- Take a multiple choice or short answer reading quiz over the chapter (may use YOUR OWN notes taken during reading or class),
- Read supplemental materials, many times making judgments, justifying and defending positions
- Analyze documents from former DBQs or supplemental materials using HAPPY
- Develop Historical Thinking Skills,
- Answer Short Answer Questions, Write Long Essay or DBQ,
- Complete an Era Review and/or Key Concepts
- Demonstrate understanding on Era Exam to include former AP multiple-choice questions.
- Special projects (PowerPoint, cartoon strip, animation activity, song, skit, newspaper etc.) may be assigned on certain eras as either reviews or if time is a concern, eras may be split up and taught independently by groups of students.

Content Outline

Period 1: 1491-1607

Period 2: 1607-1754

Period 3: 1754 - 1800

- Period 4: 1800 - 1848
- Period 5: 1844 - 1877
- Period 6: 1865 - 1898
- Period 7: 1890 - 1945
- Period 8: 1945 - 1980
- Period 9: 1980 - Present

Test date is May 11, 2018

AP TEST GRADES

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

Class Procedures

1. Be prepared to LEARN DAILY - bring ALL materials to class.
2. Pick up any hand-outs/materials/bell work sheet at the back table as you enter. Directions will be on the screen with bell work.
3. Begin Bell Work AS SOON AS you enter the classroom.
4. Turn your homework papers into the tray at the back of the room.
5. You may use your own handwritten notes on the Reading Quizzes.
6. Ask for make-up work when you've been gone.
7. Bell Work will be passed in daily; you will pick up when you enter the room.
8. Follow your calendar. You will have your reading schedule well in advance, so you will be expected to take weekly reading quizzes, even if you are absent the day before.
9. Every assignment will be headed with your name, date, and class period.
10. If you are tardy, you will be counted TARDY. 1st period - you need a tardy slip.
11. When someone is speaking, you must be quiet and listen. This could be a classmate, a guest, Mrs. Lindenau, or announcements over the intercom. The *classroom microphone* will be used *appropriately* when speaking to the class, whether it be answering a question or giving a presentation.
12. Do right! Be respectful! Be responsible!

Classroom Rules

1. Be Respectful: Treat Others the way you want to be treated
2. Do the Right Thing
3. Be Honest
4. When Teacher/Presenter/Guest is speaking, you are quiet
5. Be RESPONSIBLE

Consequences

Warning
Conference with Teacher
Parent Contact
Conference with Assistant Principal

Contact information: Planning period is 11:55-12:50; email: slindena@fortsmithschools.org NHS 783-1171 Remind101: Text to 81010 @mrsllindena

Materials Needed:

3 Ring Binder designated for APUSH only

Loose Leaf Paper

Pen or Pencil

(Optional) Spiral Notebook - some students may prefer to take notes in the spiral notebook.

Grading and/or Assignments:

Students will have **DAILY reading assignments**. You are **STRONGLY** encouraged to take *notes over the reading*. **Reading quizzes** will be once or twice a week, varying in length and type of questions. You may use **YOUR OWN handwritten notes** on reading quizzes. Occasionally, I give bonus points for your notes, which can be added to the reading quiz grade. (The **ONLY** way you can be successful in this class is to **READ** your textbook!)

There will also be projects; activities; discussion questions; questions over the reading materials (text and other); essays; analysis of documents; DBQs, etc.

As this class is an AP course and as such, is to be taught at the college level, you **MUST** turn work in **ON TIME!!** There will be points deducted when assignments are not turned in on time. If you are going to miss this class, but will be on campus during the school day, your assignment is **STILL DUE THAT DAY!**

Grades will be based on total points. Tests will be modeled after the AP US History exam. AP multiple choice questions, as well as, short answer, long essay and/or DBQs will also be used.

I have additional study materials students may check out. Crash Course, practice test question books, etc. I want each student to do well in this class. I will be working very hard to help you, you must, also put forth the effort. Please consider the following quotes and the importance of education.

The direction in which education starts a man will determine his future life. - Plato, *The Republic*, 380 BC
In a global economy where the most valuable skill you can sell is your knowledge, a good education is no longer just a pathway to opportunity - it is a pre-requisite. - President Obama, 2009

Please fill out the following information and return this sheet to me as your student's first assignment.

Thank you,
Mrs. Sherry Lindenau

Student Name: _____

Class Period: _____

Parent Name and Contact Information and best way to reach you:

Tell me something about your student: _____

By signing below, I acknowledge that I have read and understand the APUSH Syllabus.

Student Signature: _____

Parent Signature: _____