

ADVANCED PLACEMENT UNITED STATES HISTORY
New Course Redesign
COURSE SYLLABUS: 2015-2016

COURSE DESCRIPTION: Advanced Placement United States History (APUSH) is an eleventh grade course designed for those students that display a higher level of interest and competence in the field of history. Students should expect to be challenged in developing their analytical thinking, reading, listening and writing skills. Students will develop an appreciation of the complexity and diversity of history and that different views of history emerge as historians interpret events with different perspectives. The capstone of the course will be the Advanced Placement Examination, which will be administered in May 2016. This course is meant to be the equivalent of a freshman college course and can earn students college credit. All students should expect to spend an **average of FIVE hours per week** in reading and course preparation (including weekends).

Further information may be obtained from The College Board at URL
http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/3501.html

TEXTBOOK: Kennedy and Cohen. THE AMERICAN PAGEANT, 16th edition

In addition, there will be a number of supplementary readings and handouts included along with the text.

ONLINE TEXTBOOK: The 16th edition will also have an on-line version. Students will be able to keep their hardbound copy at home unless directed by the instructor AFTER tablets have been issued. Instructions for students to log onto the online version will be given during the second week of school.

MATERIALS REQUIRED:

- 1 ½ inch binder, any color, used only for this class – **bring daily!**
- 10 tabs for binder, any style – labeled: Writing, Period 1 through Period 9, Writing
- Spiral notebook, composition book, loose leaf paper – whatever you want to write notes on (see below for note taking styles)
- Pen for notes **only** – any color except purple; pencils for scantrons
- Highlighter, any color and access to color pencils

CLASSROOM NOTEBOOK

- A. The notebook must be brought to class every day.
- B. Handouts, essays, maps and notes should be kept in sequential order in the notebook for reference. (If using a spiral, the spiral should be inside the notebook)
- C. This notebook is the property of the student and will NOT be collected. Each student will develop his/her own method of note taking. Notes will be checked occasionally!
 - 1. Notes for the first three chapters will be in any format or style.
 - 2. Over the next few following chapters, all students will be taking notes in the same format so that all have experience in various note-taking strategies.
 - 3. If you have problems with note taking skills—PLEASE SEE ME. This skill is ESSENTIAL to master in order to succeed at the AP level.

THE COURSE: Each week activities may include formal lecture, class seminars, group activities and projects and document analysis – both textual and non-textual. Reading is a given in a history course. **Be sure to do the readings on time!!**

Lecture, discussion, and reading information will be covered on tests at the end of every unit. Not all of the information in the text will be covered in lecture, nor will all lecture/discussion information be covered in the text. The student IS responsible for **BOTH**.

COURSE OBJECTIVES:

- Students will be prepared for the Advanced Placement United States History Exam
- Students will be prepared for the EOC STAAR test
- Students will study selected historical themes and the context and significance of select interpretive questions
- Students will be trained to analyze and interpret primary sources, including documentary materials, maps, statistical tables, and pictorial and graphic evidence of historical events
- Students will learn how to approach history critically and be able to analyze and evaluate competing sources of historical information
- Students will be able to express themselves with clarity and precision and know how to cite sources and credit the phrases and ideas of others
- Students will practice test-taking skills, including how to successfully take timed exams
- Students will learn to take effective notes from both printed materials and lectures

COURSE CONTENT: The APUSH course has been redesigned by College Board. It covers a larger timeframe of history but has become more structured so that students and teachers are better prepared for the course. US History has been broken down into 9 periods of time, some of which overlap. The Periods are listed below:

Period 1:	1491 - 1607	5% of AP National Test
Period 2:	1607 – 1754	10%
Period 3:	1754 – 1800	12%
Period 4:	1800 – 1848	10%
Period 5:	1844 – 1877	13%
Period 6:	1865 - 1898	13%
Period 7:	1890 – 1945	17%
Period 8:	1945 – 1980	15%
Period 9:	1980 – Present	5%

HONOR CODE: All students have signed a copy of the CCISD Honor Code. Students found in violation of the CCISD Secondary Honor Code will be removed from APUSH.

GRADING POLICY:

Nine Weeks Grades:	55% major exams, projects 40% weekly quizzes, chapter tests, homework 5% reading assignment
Semester Grades:	42.5% 1 st 9 week's grade 42.5% 2 nd 9 week's grade 15% semester exam

QUIZZES AND EXAMS: Lecture, discussion, and reading information will be covered on both quizzes and exams. Not all of the information in the text will be covered in lecture, nor will all lecture/discussion information be covered in the text. The student IS responsible for **BOTH**.

Expect one or more weekly in-class quizzes. Quizzes may be announced, or unannounced, at the teacher's discretion. Topics may include vocabulary, previous lecture content, or materials extracted from assigned readings.

A multiple choice exam will follow each unit of study, and also at the end of each nine week period. A comprehensive exam will be administered at the end of the semester. All exams will be announced in advance.

STUDY GROUPS: I strongly encourage students to join/create study groups that meet on a regular basis, particularly before unit tests. While I will do my best to prepare you for exams, remember this is a college-level class and you will need to spend ample time preparing for tests/essays. Students quite often benefit from each other's thoughts and ideas as well. In the past, the use of timelines, notes, and discussion topics have helped students to succeed in better understanding the content of the course.

Another beneficial item to have is an APUSH Review Study Guide such as Princeton Review, etc. The review guides are very beneficial for unit and semester exams as well.

PROJECTS: Each nine weeks will require a project or activity that will be done outside of class. Further information concerning the projects will be handed out to students at the beginning of each nine weeks.

FILMS: Per CCISD policy, parental permission must be obtained to show pre-recorded video media in class for any film rated above G. A list of films from which offerings may be selected is included in this syllabus for parental consideration and approval. Typically, a handful of selections will be chosen specifically to illustrate salient points or topics. Please note that if any other video media are added, a district permission slip will be sent home in timely fashion for parental review and approval prior to any showing of the material. Alternative assignments are available to students for whom parental approval for the viewing of video media has not been provided.

Video media that may be viewed entirely or in clips:

- 1776 - G
- Armageddon – PG13
- Blast from the Past – PG13
- National Treasure – PG13
- John Adams - G

Long, Long Trailer - G
Wizard of OZ - G

Films are a good basis for discussion.

TUTORIALS:

Tutorials are from 2:35 – 3:15 on Tuesday and Thursday. If you need help, please come by and see me during that time. If, for any valid reason, that time does not work for you, please discuss it with me to work out another arrangement.

LATE WORK: Late work will be graded in accordance to the CCISD Grading Policy. School related absences do not give any student extra time to turn in assignments. Turn in your assignment before you leave for an event – slide it under my door, give it to the secretary up front, give it to a trusted friend. When a student is absent due to illness, any missed work is due the next class day with no late penalty. When turning in an assignment on a date later than the due date, student MUST indicate whether the assignment is late or being turned in as a result of an absence. Students can do this by writing “late” or “absent” at the top of the assignment.

ABSENCES/MAKE UP WORK: Students should first consult their syllabus and the assignment schedule when absent to keep up with the readings. In addition, each student should have a “study-buddy” they can check with for class handouts and assignments as well as lecture notes.

RESPONSIBILITY OF THE TEACHER:

- Support the concept of AP classes by teaching at that level
- Teach the strategies, skills, concepts and material needed to prepare students to participate in AP courses and those skills necessary to be successful on the AP exam
- Be open to new ideas and new learning
- Be organized!

RESPONSIBILITY OF THE PARENTS:

- Be familiar with the concept of AP classes and the AP exam (We will discuss this at Open House)
- Encourage students to strive toward academic excellence
- Accept the study of advanced and diverse material
- Support the teacher

RESPONSIBILITY OF THE STUDENT:

- Accept the challenge of higher academic standards
- Develop independent learning skills
- Seek academic assistance when necessary
- Accept the study of advanced and diverse material
- Manage time appropriately