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| **Course Name** | **Instructor** | **Instructor E-mail & Avaialblity**  |
| AP US History (APUSH) | Andrea Hite | alhite@aps.k12.co.usvoicemail: 303-326-2427 |
| **Course Website** | **Class Meeting Times & Location:**  | **Prerequisites** |
| www.hitesocialstudies.weebly.com | Room 1403Office Hours: 3rd and 4th periods | none |

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|  **Course Description**  |
| AP U.S. History covers the spectrum of American history from pre- Columbian days to the present. Using chronological and thematic approaches to the material, the course exposes students to extensive primary and secondary sources and to the interpretations of various historians. Class participation through seminar reports, discussions, debates, and role-playing activities is required; special emphasis is placed on critical reading and essay writing to help students prepare for the AP examination. The course is structured chronologically, divided into 21 units. Each unit includes one or more of the nine periods and/or key concepts outlined in the AP U.S. History curriculum framework. The course requirements assume a high level of interest and competence. Students should expect, for example, that the reading and writing load will be heavier than most high school history classes. It requires seriously committed students who are willing to work far above the level required in other high school history class. This is a challenging course with potentially great benefits. You should also anticipate that a course like this one demands that students develop and sharpen their analytical thinking, writing, and reading skills, and that they learn a good deal about the critical nature of the discipline of history. The intellectual skills and interests you can develop in AP courses ‐‐ critical reading, analyzing data sets, synthesizing evidence to develop new insights, etc.‐‐ will equip you for lifelong learning. AP US History will give you the background and preparation that will prove beneficial in a wide range of college courses. By taking the AP US History course andthe AP exam at the end of the course, your college(s) will be able to recognize that you have learned college‐level material and deserve credit and/or advanced placement for meeting that challenge. This will also show the colleges that you are not only attempting to boost your transcript with AP classes but that you are willing to take the AP Exam as a completion of the course. The capstone of the year, of course, is the ***AP US EXAM* on May 6th, 2016.****Key Themes:** The course is structured both chronologically and thematically. The themes include: Identity, Work, Exchange and Technology, Peopling, Politics and Power, America in the World, Environment and Geography, and Ideas, Beliefs, and Culture. Elements of these themes are included in most unit assignments.

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|  Learning Outcomes by Quarter  |

**Quarter 1** * Period 1 – 1491-1607: SETTLEMENT AND EXPANSION OF AMERICA; *Gold, glory, and God*
	+ **Textbook Chapters**: 1-2 – “Colliding Worlds” – “American Experiments”
* Period 2 – 1607-1754: COLONIAL LIFE OF AMERICA; *Land, growth, and opportunities*
	+ **Textbook Chapters**: 3 and 4 – “British Atlantic World” and “Growth, Diversity, and Conflict”
* Period 3 – 1754-1800: UNITY and IDENTITY – ROAD TO WAR AND THE CREATION OF A NEW NATION; *Protests, freedom, and independence*
	+ **Textbook Chapters**: 5-8 – “The Problem of Empire” – “Making War and Republican Governments” – “Hammering out a Federal Republic” – Creating a Republican Culture”
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| **Quarter 2*** Period 4 – 1800-1848: NEW REPUBLIC and DEMOCRATIC IDEALS; *Factions, transitions, and challenges*
	+ **Textbook Chapters**: 9-12 – “Transforming the Economy” “A Democratic Revolution” – “Religion and Reform” – “The South Expands: Slavery and Society”
* Period 5 – 1844-1877: A NATION DIVIDED AND THE FALLOUT OF RECONSTRUCTION; *Division, secession, and restoration*
	+ **Textbook Chapters**: 13-15 – “Expansion, War, and Sectional Crisis” – “Two Societies” – “Reconstruction”
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| **Quarter 3*** Period 6 – 1865-1898: THE RADICAL TRANSFORMATION OF THE UNITED STATES; *Growth, wealth, and challenges*
	+ **Textbook Chapters**: 16-20 – “Conquering a Continent” “Industrial America: Corporations and Conflicts”- “The Victorians Make the Modern” – “Civilization’s Inferno – the Rise and Reform of Industrial Cities” – “Whose Government – Politics, Populists, and Progressives”
* Period 7 – 1890-1945: AMERICA ON THE STAGE – AT HOME AND AROUND THE WORLD; *Expansion, growth, and power*
	+ **Textbook Chapters**: 21-24 – “An Emerging World Power” – “Cultural Conflict, Bubble, and Bust” – “Managing the Great Depression, Forging the New Deal” – The World at War”
* Period 8 – 1945-1980: PROSPERITY CHALLENGES AT HOME AND INTERNATIONAL TENSIONS ABROAD; *Fears, threats, and dreams*
	+ **Textbook Chapters**: 25-29 – “Cold War America” – “Triumph of the American Class” – “Walking into Freedom Land: the Civil Rights Movement” – “Uncivil Wars: Liberal Crisis and Conservative Rebirth” – “The Search for Order in an Era of Limits”
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| **Quarter 4*** Period 9 – 1980-the present: GROWTH AND CHALLENGES OF THE AMERICAN ENTERPRISE – AT HOME AND ABROAD; *Critics, challenges, and questions*
	+ **Textbook Chapters**: 30-31 – “Conservative America and the Ascent”– ”Confronting Global and National Dilemmas”
* Advanced Placement Exam Review (Exam on May 6, 2016)
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| Grades |
| Rather than Infinite Campus which has many limitations on what we can communicate, the Social Studies Department will be using a mastery tracker that will be constantly updated and available for students and parents to view.  All you will need is your student’s ID number and access to the internet. ***You may access the Mastery Tracker by going to the class website*** [***www.hitesocialstudies.weebly.com***](http://www.hitesocialstudies.weebly.com) ***and clicking on the “Mastery Tracker-Grades” link.*** You will then see your progress by class section (on bottom tabs) and student ID number.   |

**Body of Evidence:**

There are three types of assessment: work habits, formative and summative.

**Formative** (assessments for learning) provide direction for improvement for the student and adjustment of instruction for the teacher e.g. observation, quizzes, homework, discussion, drafts, etc. These assessments are identified by lower case letters in the teacher grade book.

**Summative** (assessment of learning) provide information to be used in making judgments about a student's achievement at the end of a sequence of instruction, e.g. final drafts, tests, assignments, projects, performances, etc. These assessments are identified by capital letters in the teacher grade book.

**Classroom culture and norms-**  Due to the challenging design of this course, I expect everyone in this class to attend all the time, to come prepared all the time, to participate all the time in a constructive and cooperative manner, and to shoulder the responsibility for the class work in a mature and diligent way without whining and complaining.

**Classroom policies-** Building policies are found in the student/parent handbook and can be found on the VP website. The following additional classroom policies are enforced:

* Your actions should reflect the **PEAK choice** of *responsibility*, *respect*, and *safety*
* Respect every member of the class by using appropriate language, by paying attention when another person is speaking, and by raising your hand to speak
* Be in your assigned seat when it is time for class to start.
* Have all necessary materials with you when you come to class.
* Follow directions the first time they are given.
* Maintain non-disruptive behavior.

**Required/ recommended supplies-** planner, large binder, 5 dividers, highlighters, sticky notes, markers, colored pencils, tissues, wipes. Students are also expected to bring their textbook with them to class every day and are responsible for their own copy.

**Course fees-** The only course fee will be for missing textbooks. Therefore, students are responsible for their own personal copy of the AP textbook. Students are required to read their textbook for homework the majority of the time, and will also need the book in class on a daily basis. The AP Exam will have a fee that is due before the Exam.

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| Homework & Parental Engagement/ Support Plan |
| **Homework expectations-** In an advanced placement course students will have homework on an almost daily basis. Parents can expect to see students completing reading assignments, projects, essays, and other homework assignments at home. In order to stay at pace with the subject matter as well as allow for a college level classroom, students are expected to complete a plethora of homework. |
| Quizzes  |
| There will be weekly quizzes in order to ensure that students are completing their reading at home. Furthermore, quizzes are also assigned to check understanding of the content and skills learned in class. |
| Exams  |
| Exams are an essential part of an advanced placement course. They will be given at the end of the 9 periods and are aimed to look like the final AP Exam. This will provide practice and guidance for preparing for the final exam. |
| Class Participation/Attendance  |
| Class participation and attendance are the foundation of success in an advanced placement course. It can be easy to fall behind if a student’s attendance is inconsistent. Students are responsible to see a classmate or the instructor in order to make up missed work. |
| Responsible Technology Use |
| All students are given the privilege of utilizing our state of the art technological tools including iPods, iPads, Netbooks, Laptops, Google accounts etc. and are expected to follow the guidelines for technology use as outlined in the Acceptable Use Policy. Students shall not:· Utilize the school system computer network for any illegal activity.· Access or link to websites that contain material deemed vulgar, offensive, or otherwise inappropriate.· Use or display copyrighted or otherwise licensed material without specific permission or authorization  from the appropriate party.· Utilize the network for commercial purposes.· Post, use, or download any files that cause congestion or impede network operations.· Trespass in or vandalize another’s files, folders, data, or work.· Post anonymous messages or in any way misrepresent one’s own identity.· Use an account password of another user.· Use abusive or otherwise objectionable language in any message.· Use e-mail to promote the annoyance, attack, or harassment of others.Consequences for misuse may include, but are not limited to, suspension of equipment access, disciplinary action commensurate with the level of misconduct, and/or legal action as appropriate.  |

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***Detach here. Keep the syllabus for your records, and return the bottom signed portion.***

I have carefully read the expectations of this course and agree to support the goals and initiatives of the course. I will show up, speak up, stand up and go further than I ever thought possible.

Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(print) Grade \_\_\_\_\_\_\_ period \_\_\_\_\_\_\_\_\_

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Parent/Guardian Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Signature)