CONTACT INFORMATION: I am available before or after school in Room 186. I can also be reached during my planning period and/or by appointment.

COURSE DESCRIPTION
This course will follow the curriculum recommended by the National College Board of Education. The goal of this course is to prepare students to take the Advanced Placement United States History exam. An extensive study of the United States will be covered, from early exploration to the Presidential Administration of George W. Bush. Throughout the duration of this course, students will develop and be tested on numerous historical thinking skills as outlined by the College Board.

REQUIRED MATERIALS
- America’s History, 8th Edition (Boston: Bedford/St. Martin 2014). You will be responsible for bringing your textbook to and from school on a daily basis.
- Various primary sources, articles and handouts
- Pen/Pencil
- Notebook
- Folder or Binder

LEARNER OUTCOMES
By the end of this course, I will be able to answer the following questions:
- How and why debates over American national identity have changed overtime?
- How have gender, class, ethnic, religious, and other group identities changed in different eras?
- How have changes in markets, transportation, and technology affected American society from colonial times to the present day?
- Why have different labor systems developed in British North America and the United States, and how have they affected U.S. society?
- How have debates over economic values and the role of government in the U.S. economy affected politics, society, the economy, and the environment?
- Why have people migrated to, from, and within North America?
- How have changes in migration and population patterns affected American life?
- How and why have different political and social groups competed for influence over society and government in what would become the United States?
- How have Americans agreed on or argued over the values that guide the political system as well as who is a part of the political process?
- How have events in North America and the United States related to contemporary developments in the rest of the world?
- How have different factors influenced U.S. military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas?
- How did interactions with the natural environment shape institutions and values of various groups living on the North American continent?
- How did economic and demographic changes affect the environment and lead to debates over the use and control of the environment and natural resources?
- How and why have moral philosophical, and cultural values changed in what would become the United States?
- How and why have changes in moral, philosophical, and cultural values affected U.S. history?

**GRADE CATEGORIES**
50% - Unit Test and Free Response Questions - (TEST in Skyward)
40% - Essays, Document Based Questions - (ESSAY in Skyward)
10% - Quizzes and Homework (which includes: unit vocabulary cards, outlines and test corrections) – (HMWK in Skyward)

**GRADING SCALE**
A: 100 – 85
B: 84 – 75
C: 74 – 60
D: 59 – 50
F: 49 – 0

**REQUEST FOR ABSENT WORK**
If you are absent from class, you must contact your teacher via the e-mail address at the top of the syllabus to obtain the materials and assignments during your absence.

**ACADEMIC INTEGRITY**
All students deserve a healthy learning environment and evaluations that are based on their honest independent efforts. A clear sense of academic honesty and responsibility is fundamental to good scholarship and learning. You are encouraged to form study groups and to problem solve together. The normal expectation is that the work on quizzes and exams is your own and that homework, while discussed with other students, is of your own creation. Academic dishonesty will not be tolerated. Please refer to your student handbook.

**STUDENT BEHAVIOR**
In addition to all Grant High School rules outlined in the Student Handbook, students are expected to:

G – Get to class on time and prepared.
R – Respect yourself and others.
A – Actively participate.
N – Never give less than your best.
T – Take responsibility.

*Further specific course information is available on the Addendum for this class.*
ADDENDUM

Unit Assignments

Each unit will have the following homework components:

1. Vocabulary Terms – Within the reading you will come across the terms listed on each unit pacer. You need to write these terms on note cards. The front side should list the term. The reverse side should contain information regarding “who, what, when, where, and significance.”

2. DBQ Practice – Each unit you will be required to break down individual or multiple components of a Document Based Question. These are to be submitted on a specified date before the end of the unit. Some class time will be allotted for this assignment.

3. Test Corrections – Each student is responsible for going over missed questions. Your corrections should designate which questions were missed and an explanation of the correct answer. Some class time will be allotted for this assignment.

2nd Semester Assignment

Students will be responsible for the completion of a research assignment on numerous historical artifacts found throughout the units of study. Remember, almost anything can count as a historical artifact (Flapper dresses, Nintendo, farmer’s almanac). Details on the breadth of the assignment will be forthcoming. Students may use one of multiple approved mediums to complete the project which will be presented to the class.

AP Exam

1. Section I: 55 Minutes
   a. Multiple Choice Section: 55 Questions
      i. 5% of the test – 1492-1607
      ii. 90% of the test – 1607 to 1980
      iii. 5% of the test – 1980 to present
   b. 45 Minute Short Answer Section: 4 Questions

2. Section II: 95 Minutes
   a. Document Based Question
   b. Long Essay

Multiple Choice Section
The section is designed to NOT test specific illustrative examples found throughout U.S. history. Questions will be based off a stimulus (primary or secondary source) and be organized in sets of 2-6.

Essay Questions
This section is designed to allow students to demonstrate their mastery at developing a thesis, supporting the thesis with relevant pieces of evidence, analyzing the evidence, and using synthesis to show a greater depth and understanding of U.S. history.
The emphasis is on the ability to analyze and synthesize historical data and assess verbal, quantitative, or pictorial materials as historical evidence. It will be judged on its thesis, argument, and supporting evidence. It typically requires students to relate documents to a historical period or theme. Outside knowledge is very important and must be incorporated into the student’s essay if the highest scores are to be earned.

*** The AP Test is Friday, May 6th at 8:00 am. ***

**Tardiness:**

1st Offense - Warning  
2nd Offense - 30 minute detention  
3rd Offense and follow up offenses - 50 minute detention

**Passes:**
If you are given permission to go anywhere during class you must have your daily planner. Without it, do not expect to go anywhere. **You will only be allowed one pass out of class each quarter.**

**Classroom Behavior:**
1. Disrespect, swearing, or rude language is never tolerated. A detention will be given with every offense. **NO WARNING.**  
2. Food and drinks are not allowed in class.  
3. Cell phones need to be silenced and placed within your back pack or purse, unless otherwise noted.