**East Paulding High School Social Studies Department**

**Course: Advanced Placement United States History**

**Instructor: Doug Johnson**

**PURPOSE**

The Advanced Placement program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials of United States history. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college survey courses. In this pursuit, the acquisition of factual knowledge is the beginning point of the process, not the end. Students will learn to interpret and evaluate the relative significance of primary and secondary source material, and to present their evidence and conclusions clearly and persuasively in an essay format.

**BASIC AND SUPPLEMENTARY TEXTS**

**Basic Text** - *America’s History*, James Henretta, Publisher: Bedford/St. Martin’s

**Additional Reading Resource:** Kennedy, David., and Thomas Bailey. *The American Spirit: Volumes 1 and 2.* 10tthed. Boston, Mass: Houghton Mifflin Co., 2002

**Supplemental Texts:** - Founding Brothers Joseph Ellis

10 Days That Unexpectedly Changed America Steven Gillon

Amsco’s *United States History: Preparing for the Advanced Placement Examination*

**Grade Weights and Distribution:**

Summative Assessments – 71%

Formative Assessments – 29%

Midterm/Georgia Milestone – 20%

**TESTS AND ESSAYS, ASSIGNMENTS**

Tests will generally consist of a stimulus based multiple-choice section and an essay section of equal weight. Each test is likely to cover a significantly greater volume of material than many students have previously experienced. These tests will emphasize factual information, multiple causation/ multiple outcomes, and the concept of change over time and will require students to interpret and evaluate the events of history and support their conclusions with relevant specific factual information. There are likely to be only a few major grades per 4 ½ week term. Less grades equal more importance and weight on each assignment/test completed. Students need to be aware of this and responsibly prepare for each major assignment.

In addition to test essays, additional in-class or out-of-class essays and/or DBQs will be required throughout the semester. Each will count as a summative grade(possibly more than one summative). Take home tests will be used to evaluate reading assignments when necessary. Weekly Reading comprehension quizzes will occur. Additional pop quizzes will be used if it is apparent that students need additional incentive to responsibly keep up with reading assignments. Students will also be required to take a final exam, and Georgia Milestone.

Vocabulary acquisition and reading comprehension are essential to success. Main idea logs, vocabulary terms, reading quizzes and analysis of homework will make up most of the daily grades in the class. Each Unit will consist of a combination of Lecture and the discussion of topics, Reading quizzes, Primary Source Evaluation/Comparison(PHIA).

**HOMEWORK**

Homework will consist almost exclusively of research topics covered in class or reading assignments, with an occasional outside essay. Students who are having difficulty with the course may need to initiate additional reinforcing activities (optional assignments, tutoring). As students, you are responsible for completing and mastering assignments on time. **Late assignments will be assessed 20 points for each day late.**

**Students should expect assignments over September and November in order to prepare for the AP Exam. The AP exam is administered in May. We will tutor before and after school (optional but suggested) to refresh and review between March and May.**

**MAKE-UP WORK**

Attendance in class is absolutely essential to the successful completion of the course and to the attainment of a passing grade on the National Advanced Placement Examination. Students returning from excused absences are responsible for completing a plan with the teacher within two days. Be aware that the instructor is under no obligation to accept work after its assigned due date.

**ADDITIONAL HELP**

The AP experience may place greater demands on students than those to which they are accustomed. It is likely that you will need to meet with the instructor from time to time to overcome problems you are having. I welcome those opportunities to help you one-to-one, and I encourage you to make arrangements to see me as often as necessary if you're experiencing difficulty. Mandatory conferences will be scheduled with those students experiencing significant difficulty.

**NATIONAL ADVANCED PLACEMENT EXAMINATION**

The Advanced Placement Program of the College Board affords students the opportunity to receive college credit for AP classes by successfully passing a national examination offered in May 2019, All *AP students are strongly encouraged to take the national examination****.***

**Themes of AP U.S. History**

1. American and National Identity (NAT)

2. Politics and Power (POL)

3. Work, Exchange, and Technology (WXT)

4. Culture and Society (CUL)

5. Migration and Settlement (MIG)

6. Geography and the Environment (GEO)

7. America in the World (WOR)

**Periods/Units**

The course will consist of nine Periods corresponding with nine units listed below. A reading schedule will assigned to assure preparedness for class and weekly quizzes.

Period 1: 1491–1607 – Unit 1

Period 2: 1607–1754 – Unit 2

Period 3: 1754–1800 – Unit 3

Period 4: 1800–1848 – Unit 4

Period 5: 1844–1877 – Unit 5

Period 6: 1865–1914 – Unit 6

Period 7: 1890–1945 – Unit 7

Period 8: 1945–1980 – Unit 8

Period 9: 1980–Present – Unit 9

**Methods Employed Each Unit**

**Six Degrees of Separation:**

Students will be provided with two events spanning decades, but related by their theme. They will select six events in chronological order that link the first event in the series with the last. Students will write the name of each selected event, and use their research and knowledge of the time period to create an argument to support the events selected. Students must emphasize both cause and effect and/or demonstrate continuity or change over time in their linking. There will be at least one Six Degrees assignment per unit. Some events can and will include environmental impact data. This assignment provides students with the opportunity to observe continuity and change over time.

**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.

**Primary Source Analysis**

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. This skill will be used to both construct and deconstruct the exam process through the use of source material.

**SFI creation and analysis (Specific Factual Information)**

Students will be asked to contextualize and synthesize information from like sources to supplement the period/event being covered. This will be a method employed for the entire course and will be a component of many assignments. Students will need to show an interconnectedness and comparison of historical events.

**Weekly Reading Quizzes**

Students will be asked to answer a short multiple choice quiz to assess reading comprehension. These will occasionally be in a short answer format to prove/compare concepts from out of class readings.

**Unit Exams (Celebration of Knowledge/ Show What you Know)**

Each Unit will have an exam consisting of all or a combination of the following: analytical multiple choice questions (MC), analytical short answer questions (SA), and 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 questions. Information from prior units and outside source(SFI) is often a critical component of the response.

***Students will be given a description of reading material, resources/sources, vocabulary, AP and GSE standards, and themes prior to the start of each unit covered.***