

### **Course Description:**

AP U.S. History covers the spectrum of American history from pre-Columbus to the present day. Using chronological and thematic approaches to the material, the course exposes students to extensive primary and secondary sources to the interpretations of various historians. Class participation through reports, discussions, and debates is required. Emphasis will be placed on critical reading and essay writing to help students prepare for the AP examination. The course is structured chronologically, divided in to nine distinct time periods. Each unit includes one or more of the nine periods and/or key concepts outlined in the AP U.S. History Course and Exam Description.

### **Key Themes:**

Throughout the AP U.S. History course, students will be exposed to seven major themes. Students will be exposed to the following themes throughout the course of the school year:

- American and National Identity (NAT)
- Politics and Power (POL)
- Work, Exchange and Technology (WXT)
- Culture and Society (CUL)
- Migration and Settlement (MIG)
- Geography and the Environment (GEO)
- America and the World (WOR)

Elements of these themes are included in most unit assignments.

**Skills Developed:** In each unit, students will get practice developing the following *content-driven skills*: Analyzing historical sources and Evidence, Making Historical Connections, Chronological Reasoning, and Creating and Supporting a Historical Argument. In addition, class activities and assignments will address the following *academic skills*: Reading for comprehension and recall, improving study skills in preparation for assessments, improving formal writing skills (addressed below), improving public speaking skills in class discussions and activities, and improving skills of map reading and interpretation.

**Writing Focus:** Historical work at a collegiate level requires students to write proficiently. For this reason, writing is emphasized in every unit of this course. Students receive “essential questions” to frame class discussions; these are often used as writing assignments. Assessment of essays are measured by the following: the degree to which they fully and directly answer the question; the strength of the thesis statement; level and effectiveness of analysis; amount and quality of supporting evidence; and organizational quality. In addition to these standards, Document-based questions (DBQs) are graded on the basis of the degree to which a significant number of the documents have been used to support the thesis, and the amount and quality of outside information included in the response.

**Historical Interpretations:** Another key to work at the collegiate level is an understanding of basic historiography. To provide students with an introduction to the aspect of historical study,

several units include “Historical Interpretations” activities. Textbook materials are supplemented by several scholarly readings. These authors help students recognize how historical interpretations change over time and examine how emerging trends can influence the process of historical inquiry.

**Primary Source Analysis Activities:** To be truly meaningful, the study of history requires primary source analysis. For this reason, most units in this course provide students with the opportunity to read and interpret a diverse selection of primary source materials. The teacher introduces each document, and then students read, interpret and discuss the document, noting the author’s point of view, author’s purpose, audience, and historical context. In addition, students will be periodically required to synthesize information read in order to draw historical similarities, differences and connections from various events and time periods throughout history. These activities help students become more familiar with primary sources, and develop their abilities to read, understand and use these sources. As a result, students are better prepared to respond to DBQs on the AP U.S. History exam.

**Key Time Periods:**

There are nine distinctive time periods in American History. All nine themes are required learning for this course, and all nine will be examined on the AP exam next spring. The time periods are as follows:

<b>Time Period</b>	<b>Date Range</b>	<b>Approximate Percentage of Class Time</b>	<b>Approximate Percentage of AP Exam</b>
1	1491-1607	5%	5%
2	1607-1754	10%	45%
3	1754-1800	12%	
4	1800-1848	10%	
5	1844-1877	13%	
6	1865-1898	13%	45%
7	1890-1945	17%	
8	1945-1980	15%	
9	1980-Present	5%	5%

\*A proposed schedule for the school year is provided at the end of the syllabus. The schedule reflects the information shown above. Some flexibility with the schedule will be necessary for various reasons (weather, absences, assemblies, school holidays, etc.), but we will stick to the schedule as best as possible.

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**Course Texts:**

**Primary**

Brinkley, Alan. *American History: Connecting with the Past*, 15th ed. McGraw Hill, 2015.

**Supplemental**

Foner, Eric. *Give Me Liberty!: An American History*, 3rd ed. New York: W.W. Norton, 2013.

*Inaugural Addresses of the Presidents of the United States. Vol. 1, Vol. 1.* Carlisle: Applewood Books, 2013.

*Inaugural Addresses of the Presidents of the United States. Volume 2, Volume 2.* Carlisle, Mass: Applewood Books, 2013.

Kennedy, David M., and Lizabeth Cohen. *The American Pageant*, 16th ed. Boston: Cengage Learning, 2016.

Sheets, Kevin B. *Sources for America's History*, Vol. 1, 2. SI: Bedford St. Martin's, 2017.

United States. *Our Documents: 100 Milestone Documents from the National Archives.* Oxford: Oxford University Press, 2003.

**Supplies Needed:**

- Spiral Notebook OR 3-ring binder (the bigger, the better)
  - Dividers are preferred with the following labels: class notes, Written Responses (SAQ, LEQ, DBQ), Pageant Questions, Vocabulary, Video Responses
- Blue or black ink pen is required. No assignments are to be done in pencil (AP test requirement).

Supplies should be brought to class on a daily basis. When necessary, supplemental materials such as glue sticks, map colors, rulers, white boards and markers will be provided.

Although there is ample space in the classroom to store your supplies, it is recommended that you take your supplies home from time to time in order to better stay caught up on your class work.

### **Grading Policy:**

Per district policy, a minimum of twelve grades will be taken per grading period. The breakdown of those grades is provided below.

#### Tests—40%

*Students will take a minimum of two tests per six weeks grading period. Following the format of the AP exam, students will have a one-minute-to-one-question ratio on multiple choice items. All multiple choice question tests are to be done in class. No extra time will be granted to students who do not complete the test in the assigned time. Some tests will be on Google Classroom where students will be required to write their responses (another component of the AP exam).*

#### Daily Work—60%

*Daily work will comprise of the following items: reading checks, notebook checks, and written responses. Reading checks come from the **Pageant** questions—and answers—provided to students at the beginning of a unit of study. Reading checks may occur once or twice a week. Notebook checks will occur once or twice a six weeks. The notebook check will consist of: vocabulary, Pageant questions/answers, video responses, and class notes. The primary source of daily work will come from students' written responses (short answer questions, long essay questions, and document-based questions).*

*Vocabulary terms will be assigned to students prior to the beginning of each unit. Pageant questions and readings will also be made available to students prior to reading checks/notebook checks taking place. For video responses, students will choose one video per time period to watch. Students will summarize the video in a one-page summary, as well as explain how the video supports the content being taught in class. Students will be provided with suggested videos to choose from. Class notes will be taken in class on a daily basis through class lecture and discussion.*

*Students may also be assigned work through Google Classroom from time to time.*

### **Absences:**

Students are responsible for material missed in class due to an absence (excused or unexcused). It is the student's responsibility to come to class on their own time (before school, after school, or TCB) to get caught up. **If students miss class on the day of a previously announced reading check or test, students must make up the assignment upon returning to class.**

Following district policy, students will have three days to make up work missed on days they are absent.

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### **Late Work:**

Students should turn all work in on time. Following district policy, students have three days to turn in a homework assignment after the original due date. Students face a ten point deduction per day the assignment is late

### **Corrections:**

Students who fail a test will have the opportunity to raise their grade up to a seventy. These corrections must be made on the student's own time. If a student is correcting a test, he/she will write each question missed, choose the correct answer, and explain write each question missed, choose the correct answer, and explain *why* the new answer is correct. Students will have five class days to correct tests.

### **Academic Dishonesty:**

Academic dishonesty will not be accepted in this class. Students caught cheating or plagiarizing will receive a zero on the assignment with no opportunity to make corrections. Academic dishonesty includes, but is not limited to, copying another student's homework, allowing a student to copy your work, and receiving or disseminating information regarding tests or quizzes.

### **Extra Credit:**

Extra credit will not be available for students in this class except through bonus questions offered on quizzes.

### **AP Exam:**

Although the AP exam will not affect your grade in class, the AP exam itself is the culmination of the AP U.S. History course. The exam will take place in early May—around the same time you take your EOC (STAAR) test for U.S. History.

The AP exam is split in two sections: multiple choice and short answer questions, and DBQs and a long essay question. Students will have 55 minutes to answer 55 multiple choice questions. The multiple choice section of the test accounts for 40% of the student's score. Students will then have 40 minutes to answer three short-answer questions. Short answer questions account for 20% of the student's final score. Following the short-answer section, students will answer a document-based question. Seven documents will be provided for students to analyze. Students have 60 minutes to answer the DBQ, which accounts for 25% of the student's score. Last, students will answer one long essay question (chosen from two). Students will have 40 minutes to write the long essay, which accounts for 15% of the student's final score.

Student scores on the AP exam will range from 1-5, with one meaning “no recommendation” (did not pass), and a five meaning the student is “extremely well qualified.”

<b>APUSH Timeline—2018-2019 School Year—Tentative Schedule</b> <b>Pink Dates= New Grading Period; Green Dates= Tests; Yellow Dates= Holidays</b> <b>**This schedule is subject to change**</b>	
8-16	First Day—Introductions, expectations, rules
8-17	Introducing HIPPO—homework assignment
8-20	Review HIPPO—review each other’s work—make necessary corrections
8-21	Period 1 (1491-1607)
8-22	Period 1 (1491-1607)
8-23	Period 1 (1491-1607)
8-24	Period 1 (1491-1607)
8-27	Period 1 (1491-1607)
8-28	Period 1 (1491-1607)
8-29	Period 1 (1491-1607)
8-30	<b>Period 1 TEST</b>
8-31	Writing a THESIS (as a class; homework)
9-3	<b>School Holiday</b>
9-4	Writing the SAQ (as a class; homework); THESIS Due
9-5	Period 2 (1607-1754) (SAQ Assignment Due)
9-6	Period 2 (1607-1754)
9-7	Period 2 (1607-1754)
9-10	Period 2 (1607-1754)
9-11	Period 2 (1607-1754)
9-12	Period 2 (1607-1754)
9-13	Period 2 (1607-1754)
9-14	Period 2 (1607-1754)
9-17	Period 2 (1607-1754)
9-18	Period 2 (1607-1754)
9-19	Period 2 (1607-1754)
9-20	Period 2 (1607-1754)
9-21	Period 2 (1607-1754)
9-24	Period 2 (1607-1754)
9-25	<b>Period 2 TEST</b>
9-26	Period 3 (1754-1800)
9-27	Period 3 (1754-1800)
9-28	Period 3 (1754-1800)
10-1	<b>School Holiday</b>
10-2	Period 3 (1754-1800)
10-3	Period 3 (1754-1800)
10-4	Period 3 (1754-1800)
10-5	<b>Junior Trip—WTAMU [Google Classroom test—SAQ, HIPPO, LEQ]</b>
10-8	<b>School Holiday</b>
10-9	Period 3 (1754-1800)
10-10	Period 3 (1754-1800)
10-11	Period 3 (1754-1800)
10-12	Period 3 (1754-1800)
10-15	Period 3 (1754-1800)
10-16	Period 3 (1754-1800)
10-17	Period 3 (1754-1800)

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10-18	Period 3 (1754-1800)
10-19	Period 3 (1754-1800)
10-22	Period 3 (1754-1800)
10-23	Period 3 (1754-1800)
10-24	Period 3 (1754-1800)
<b>10-25</b>	<b>Period 3 TEST</b>
10-26	Period 4 (1800-1848)
10-29	Period 4 (1800-1848)
10-30	Period 4 (1800-1848)
10-31	Period 4 (1800-1848)
11-1	Period 4 (1800-1848)
11-2	Period 4 (1800-1848)
<b>11-5</b>	<b>School Holiday</b>
11-6	Period 4 (1800-1848)
11-7	Period 4 (1800-1848)
11-8	Period 4 (1800-1848)
11-9	Period 4 (1800-1848)
11-12	Period 4 (1800-1848)
11-13	Period 4 (1800-1848)
11-14	Period 4 (1800-1848)
11-15	Period 4 (1800-1848)
11-16	Period 4 (1800-1848)
11-19	Period 4 (1800-1848)
<b>11-20</b>	<b>Period 4 TEST</b>
<b>11-21</b>	<b>Thanksgiving Break</b>
<b>11-22</b>	<b>Thanksgiving Break</b>
<b>11-23</b>	<b>Thanksgiving Break</b>
11-26	Period 5 (1844-1877)
11-27	Period 5 (1844-1877)
11-28	Period 5 (1844-1877)
11-19	Period 5 (1844-1877)
11-30	Period 5 (1844-1877)
12-3	Period 5 (1844-1877)
12-4	Period 5 (1844-1877)
12-5	Period 5 (1844-1877)
12-6	Period 5 (1844-1877)
12-7	Period 5 (1844-1877)
12-10	Period 5 (1844-1877)
12-11	Period 5 (1844-1877)
12-12	Period 5 (1844-1877)
12-13	Period 5 (1844-1877)
12-14	Period 5 (1844-1877)
<b>12-17</b>	<b>PERIOD 5 TEST</b>
12-18	Concept Outline Activity
<b>12-19</b>	<b>Final Exams</b>
<b>12-20</b>	<b>Final Exams</b>
1-8	Review HIPPO/ DBQ
1-9	DBQ

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1-10	Period 6 (1865-1898)
1-11	Period 6 (1865-1898)
1-14	Period 6 (1865-1898)
1-15	Period 6 (1865-1898)
1-16	Period 6 (1865-1898)
1-17	Period 6 (1865-1898)
1-18	Period 6 (1865-1898)
<b>1-21</b>	<b>School Holiday [HIPPO DBQ TEST—GOOGLE CLASSROOM]</b>
1-22	Period 6 (1865-1898)
1-23	Period 6 (1865-1898)
1-24	Period 6 (1865-1898)
1-25	Period 6 (1865-1898)
1-28	Period 6 (1865-1898)
1-29	Period 6 (1865-1898)
1-30	Period 6 (1865-1898)
1-31	Period 6 (1865-1898)
2-1	Period 6 (1865-1898)
2-4	Period 6 (1865-1898)
2-5	Period 6 (1865-1898)
2-6	Period 6 (1865-1898)
<b>2-7</b>	<b>Period 6 TEST</b>
2-8	Period 7 (1890-1945)
2-11	Period 7 (1890-1945)
2-12	Period 7 (1890-1945)
2-13	Period 7 (1890-1945)
2-14	Period 7 (1890-1945)
<b>2-15</b>	<b>School Holiday</b>
<b>2-18</b>	<b>School Holiday</b>
2-19	Period 7 (1890-1945)
2-20	Period 7 (1890-1945)
2-21	Period 7 (1890-1945)
2-22	Period 7 (1890-1945)
2-25	Period 7 (1890-1945)
2-26	Period 7 (1890-1945)
2-27	Period 7 (1890-1945)
2-28	Period 7 (1890-1945)
3-1	Period 7 (1890-1945)
3-4	Period 7 (1890-1945)
3-5	Period 7 (1890-1945)
3-6	Period 7 (1890-1945)
3-7	Period 7 (1890-1945)
<b>3-8</b>	<b>Period 7 TEST</b>
<b>3-11</b>	<b>School Holiday</b>
<b>3-12</b>	<b>School Holiday</b>
<b>3-13</b>	<b>School Holiday</b>
<b>3-14</b>	<b>School Holiday</b>
<b>3-15</b>	<b>School Holiday</b>
3-18	Period 8 (1945-1980)

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3-19	Period 8 (1945-1980)
3-20	Period 8 (1945-1980)
3-21	Period 8 (1945-1980)
3-22	Period 8 (1945-1980)
3-25	Period 8 (1945-1980)
3-26	Period 8 (1945-1980)
3-27	Period 8 (1945-1980)
3-28	Period 8 (1945-1980)
<b>3-29</b>	<b>School Holiday [Google Classroom Test]</b>
4-1	Period 8 (1945-1980)
4-2	Period 8 (1945-1980)
4-3	Period 8 (1945-1980)
4-4	Period 8 (1945-1980)
4-5	Period 8 (1945-1980)
4-8	Period 8 (1945-1980)
4-9	<b>STAAR TESTING</b>
4-10	<b>STAAR TESTING</b>
4-11	<b>STAAR TESTING</b>
4-12	<b>STAAR TESTING</b>
4-15	Period 9 (1980-Present)
4-16	Period 9 (1980-Present)
4-17	Period 9 (1980-Present)
4-18	Period 9 (1980-Present)
<b>4-19</b>	<b>School Holiday</b>
4-22	Period 9 (1980-Present)
4-23	Period 9 (1980-Present)
4-24	Period 9 (1980-Present)
4-25	Period 9 (1980-Present)
<b>4-26</b>	<b>Period 9 TEST</b>
4-29	APUSH REVIEW
4-30	APUSH REVIEW
5-1	APUSH REVIEW
5-2	APUSH REVIEW
5-3	APUSH REVIEW
5-6	<b>STAAR TESTING</b>
5-7	<b>STAAR TESTING</b>
5-8	<b>STAAR TESTING</b>
5-9	<b>STAAR TESTING</b>
5-10	<b>APUSH Exam Date</b>
<b>Rest of Year</b>	<b>PROJECT—LOOK AT NEWSPAPERS FROM WEEK YOU WERE BORN (TEST)</b>

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-I have read and understand the contents of this syllabus.

-I understand the expectations of this course, including the amount of outside reading and writing that will be required.

-I understand that it is my responsibility to come in and get caught up in the event that I miss class.

-I understand the grading policies of this class, including, but not limited to: the number of tests per six weeks, the number of projects per six weeks, penalties for turning in late work, and consequences of participating in academic dishonesty (cheating and/or plagiarism).

-I understand that I have two major papers required of me this school year (one per semester) and that I have been made aware of the due date well in advance. I also understand that this paper is to be written outside of class.

-I understand that I am responsible for my learning.

-I understand that I can utilize TCB as well as tutorial time before or after school to receive additional help on content-based material.

-I understand that I will not be able to do extra work to receive additional credit.

-I understand that the amount of material to cover in this course requires a fast-paced teaching style and that I will be required to work outside of the classroom in order to stay caught up.

-I understand the materials required of me in this course.

-I understand that I will have to read and respond to documents based on historical context, the author's audience, point of view and purpose, as well as using outside evidence to support an idea or thesis.

-I understand I can contact Mr. Green by e-mail or in person during school hours in the event that I have questions or concerns.

-I understand that I cannot drop AP U.S. History prior to the end of the first semester.

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Parent Signature and date

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Student Signature and date

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Teacher Signature