

INTRODUCTORY DESCRIPTION – COURSE OVERVIEW

ADVANCED PLACEMENT U.S. HISTORY

Open To: Juniors
Prerequisite: Instructor Approval

Year Course

2 Credits

Advanced Placement United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in American history. This two semester course prepares students for intermediate and advanced college courses by making demands upon them equivalent to a full-year introductory college course as well as, prepare students to take the College Board National Advanced Placement United States History Exam in the month of May of each year.

A basic chronological approach with an emphasis on dominant themes or strands which permeate the history of the United States will be employed to survey history of the United States from the colonial period to the present time period. Students will assess historical materials and develop interpretations and conclusions in essay form. The general format of the class will include lecture/discussion, seminar discussion, research projects, and audio-visual items.

Advanced Placement United States History fulfills the U.S. history requirement for graduation.

LEARNING GOALS:

After completing Advanced Placement United States History the student should be able to:

1. analyze the contributions of many cultures, groups and individuals which comprise the history of the United States.
2. recognize that individual contributions to the history of the United States include successes and failures, which should be analyzed in historical context.
3. synthesize historical events and trends in the history of the United States using primary and secondary sources of information.
4. evaluate conflicting sources and interpretations of historical information as to tests of bias, reliability and validity.
5. identify and explain causal and consequential events and relationships which contributed to the development of the United States.
6. obtain a passing score on the College Board National Exam in Advanced Placement United States History given in the month of May.

DCSD STANDARDS MET:

Academic Standard 1: The student will evaluate the impact of culture and cultural diversity.

1.2--Analyze the interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns between cultures.

1.3—Assess the various ways that groups, societies, and cultures address human needs and concerns.

Academic Standard 2: The student will use historical perspective and habits of thinking to analyze how humans view themselves in and over time.

2.1- Analyze historical events by identifying and using primary sources and other various credible sources of information.

2.2- Analyze an issue using both historical and contemporary viewpoints.

2.3- Analyze patterns of historical change and continuity.

2.4- Analyze a significant period and/or pattern of change within a civilization.

Academic Standard 3: The student will analyze geographical information about people, places, and environments.

3.1- Analyze various data sources such as atlases, maps, charts and graphs to generate and interpret geographic data.

3.3- Analyze how people adapt societies to reflect their current values and ideals.

3.5- Analyze the geographic impact upon peoples' lives, their values, culture, wants and needs.

Academic Standard 5: The student will analyze the interactions among individuals, groups, and institutions and their impact on society.

5.1- Analyze how roles, status, and social class affect interactions of individuals, groups, and institutions in society.

5.2- Using social theory, analyze group and institutional influences on people, events, and culture over time.

5.3- Evaluate situations in which conflict occurs between individuals' beliefs and institutional norms.

Academic Standard 6: The student will explain how people create and change structures of power, authority and government.

6.2- Analyze how governments manage conflict and establish order and security, and provide for citizens needs.

6.3- Compare different political systems with that of the United States, and identify representative leaders from history and contemporary settings.

6.4- Evaluate conditions and motivations that lead to cooperation and conflict among groups and nations.

Academic Standard 7: The student will explain how people create and change structures of power, authority and government.

7.1- Evaluate issues involving the rights, roles, and status of the individual in relation to the general welfare and differing conceptions of a just society.

Academic Standard 8: The student will analyze the relationship between science, technology, and society.

8.1- Compare and contrast the various cultural interactions of science, technology, and society over time.

Academic Standard 9: The student will evaluate the impact of globalization and interdependence.

9.1- Compare and contrast the positive and negative aspects of global interdependence for the United States and people of the world.

9.5- Analyze conditions and motivations that contribute to conflict, cooperation, and interdependence among groups.

Academic Standard 10: The student will demonstrate citizenship in a democratic republic.

10.2- Interpret the continuing influence of key ideals of the democratic republic system of government.

CORE MATERIALS

Brinkley, A. (2012). American History: A Survey (14th ed.). New York: McGraw-Hill.

Namorato, Michael V. and Palmer, Steven Palmer (2007), Study Guide with Map Exercises, Vol. I & II (12th ed.) Boston: McGraw-Hill.

Zinn, H. (1995). A Peoples History of the United States 1492- Present, (Revised ed.). New York: Harper Collins Publishers, Inc.

Newman, John J. and John M. Schmalbach (2006), United States History, (Revised ed.). New York: Amsco School Publications, Inc.

Bailey T. & Kennedy D. eds. (1998). The American Spirit, selected readings

Selected readings from corresponding historians, historical magazines, journals or the internet as deemed appropriate.

UNITS OF STUDY

Period One (1491-1607): On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.

Period Two (1607-1754): Europeans and American Indians maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and native societies emerged.

Period Three (1754-1800): British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation's social, political, and economic identity.

Period Four (1800-1848): The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes.

Period Five (1844-1877): As the nation expanded and its population grew, regional tensions, especially over slavery, led to a civil war- the course and aftermath of which transformed American society.

Period Six (1865-1898): The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.

Period Seven (1890-1945): An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role.

Period Eight (1945-1980): After World War II, the United States grappled with prosperity and unfamiliar international responsibilities, while struggling to live up to its ideals.

Period Nine (1980-Present): As the United States transitioned to a new century filled with challenges and possibilities, it experienced renewed ideological and cultural debates, sought to redefine its foreign policy, and adapted to economic globalization and revolutionary changes in science and technology.

CORE ACTIVITIES

Classroom Seminar Discussions

Evaluating Visual/Audio Historical Presentations

Historical Simulations and Debates

Document Analysis

Research Activities

Preparation and completion of the Advanced Placement Exam in United States History

REQUIRED STUDENT MATERIAL

*Bring a pen/pencil, notebook, folder and your text to class each day unless told to do otherwise.

*Your notebook will be collected on a regular basis to grade outlines. Therefore, you should not use this notebook for any other classes.

CHEATING/PLAGIARISM

*Students must complete their own schoolwork. Cheating by looking at another student's schoolwork, copying others' work, copying from other sources or similar cheating will not be tolerated. In addition to the discipline outlined in the Dubuque Community School District Policy 5200: Student Behavior, Expectations and Consequences, will include loss of class credit and a failing grade for the class.

*Any student caught cheating will receive a zero for that particular assignment/assessment.

EVALUATION

Each student will be responsible for all of the assigned work and activities in each of the units. The instructor evaluates by means of the total point system. The point total of the student is divided by the total of the points possible to determine the student's grade percentage. Generally, the letter grade the student earns which corresponds to a given percentage range is:

A 100 – 93 B+ 89 – 87 C+ 79 – 77 D+ 69 – 67 F 59 – 0
A- 92 - 90 B 86 – 83 C 76 - 73 D 66 - 63
B- 82 – 80 C- 72 – 70 D- 62 - 60

THE COURSE EVALUATION POINT TOTAL IS CUMULATIVE FROM THE FIRST DAY OF CLASS TO THE LAST DAY OF CLASS IN A SEMESTER.

The evaluation items will include essays, objective testing, quizzes, graphic analysis diagrams, activity packets, unit exams, semester exam (first semester only) etc. The student will be expected to take all exams and quizzes on the date announced.

- **EXTRA CREDIT**: A student is **NOT REQUIRED TO COMPLETE EXTRA CREDIT WORK** to earn a grade. A student is **NOT ALLOWED TO SUBSTITUTE EXTRA CREDIT WORK FOR ASSIGNED WORK THAT WAS NOT COMPLETED**. However, if a student wishes to complete additional work beyond the assigned work for evaluative purposes to maintain or improve a grade level, the student may do so. Extra credit work **MAY BE USED FOR EVALUATIVE PURPOSES ONLY TO THE EXTENT OF RAISING A STUDENT'S LETTER GRADE ONE LEVEL FOR EACH GRADING PERIOD CONSISTING OF ONE SEMESTER**.

ATTENDANCE

The nature and format of this course make it imperative that you be in class every day. If you are absent, make arrangements to make up the lesson/activity you missed. **You should establish study partners for this class!!!!!!** Your study partner could take care of this task for you. This partnership could also be employed to prepare for the exams, and most importantly the National AP Exam in May (The Big Day).

- **ATTENDANCE/TARDY POLICIES**: Policies regarding absences and tardiness are implemented at Hempstead.

COMPLETION DATES, MAKE-UP WORK, AND THE NATIONAL AP EXAM

- **Each student will be held responsible for the completion of all assigned work on time.** Points will be deducted from the student's possible point total of an assignment for each day late the assignment is handed in. If a student does not have an assignment completed when it is due in the class period and later hands the assignment in during the class or in the same day, such assignment will be considered one day late.
- **Make-up work should be completed as soon as possible.** Generally, make-up work will be accepted up to three days after returning from an

absence of up to three days without penalty. Make-up tests are also expected to be completed under the same conditions. **Make up work will not be accepted after the unit test for that particular era is completed.** It should be noted that the instructor might change the items and/or format in an evaluative instrument such as a quiz or test/exam.

- **THE NATIONAL AP EXAM IN U.S. HISTORY (THE BIG DAY)**

DATE: _____ **TIME:** _____ The National AP exam will be administered by the counseling staff at a designated location in the month of May. The exam lasts approximately three hours. The exam is comprised of two parts, a multiple-choice part and an essay part. Students receive a score of from one to five. Most colleges/universities require a score of three or higher to grant credit for the two semester survey of an U.S. History course. Further instructions and materials will be given to prepare for the National Exam.

It is expected that every student enrolled in AP U.S. history will take the National AP U.S. History exam. If a student decides not to take this exam a student will take a yearlong exam equivalent of the AP U.S. History exam during the time the national exam is administered.

CLASSROOM CONDUCT

It is expected that each student will be attentive, participate and contribute to class content each day. Simple courtesy will be the general behavior guideline.

All cell phones, IPODs, and all other electronic devices not medically necessary will be turned off during class times unless permission is given by the instructor. If a student is observed using these devices, the device will be confiscated from the student and turned into the Assistant Principals' Office.

Teacher Contact Information:

Chad Parkin

Office Hours: 7:00- 7:30am, 11:03-11:48am

School phone # 553-5347

School email: cparkin@dbqschools.org