**Course Outline & Course Description**

**Advanced Placement United States History University High School**

**Dr. John Hosmer, Mr. Benjamin Ancharski and Ms. Sarah Stuart**

<https://uhsapush2015.weebly.com/>

**PROPOSED UNITS**

**First Semester**

1. Pre-Columbian to Colonial Period

2. American Revolution

3. The New Nation

4. Jacksonian Era

5. Antebellum, Civil War, and Reconstruction

6. Expansion

**Second Semester**

7. The Gilded Age and Progressive Era

8. America as a World Power

9. Depression and World War II

10. Post-War World-Modern America

11. Review for A. P. Exam--Final Exam

**APUSH TIME PERIODS**

Period 1: 1491-1607 Period 5: 1844-1877 Period 9: 1980-Present

Period 2: 1607-1754 Period 6: 1865-1898

Period 3: 1754-1800 Period 7: 1890-1945

Period 4: 1800-1848 Period 8: 1945-1980

**THEMES ESSENTIAL QUESTIONS**

1. American & National Identity 1. How has American national identity changed over time? What does it mean to be ‘American’?

2. Work, Exchange & Technology 2. How have changes in markets, transportation, & technology affected American society?

3. Geography & Environment 3. How did the institutions & values between the environment & Americans shape various groups in North America?

4. Migration & Settlement 4. How have changes in migration & population patterns affected American life?

5. Politics & Power 5. How have various groups sought to change the federal government’s role in American pol, soc & eco life?

6. America in the World 6. How has US involvement in global conflicts set the stage for domestic social changes?

7. American & Regional Culture 7. How & why do national, regional, and group cultures develop & change as well as how culture has shaped government policy & the economy.

8. Social Structures 8. How & why systems of social organization develop & change as well as the impact that these systems have on the broader society.

**GRADING:**

Each unit covers three-four textbook chapters. Each unit also consists of a writing portion; partial or full short answer, Document Based or Long Essay Questions. The final exam in May will be comprehensive covering the course for the entire year. Quizzes on historiography and terms will be administered periodically. Cover sheets are submitted and graded for each unit. **Clearly students are required to submit only their own work. Cheating on an exam, essay, or quiz will result in a zero for that assignment, a call home & notification sent to administration.**

**POINT VALUES:**

Cover Sheets = 30 Points

Vocab/Terms Quiz = 25-30 Points

Other Quizzes = 30-50 Points

Unit Exams = 50-100 Points

Final Exam = 200 Points

Essay’s = 10-100 Points

**PARTICIPATION GRADE:**

At the end of each semester, a 100 point participation grade will be awarded to each student. The participation grade will be based on 1) an excellent attendance record, 2) the quality of class participation, 3) a record of taking exams and quizzes on time and 4) handing in assigned work on time. A student's participation grade will never be lower than his/her/their percentage of points for the semester. The intent of the participation grade is to raise a student's grade if his/her/their grade happens to fall on the borderline between two grades (i.e. 89.5%). ***However, to earn a participation grade that may raise the semester grade, a student must successfully satisfy the four requirements listed above. Additionally, if the State, TUSD, CDC make the decision to shelter in place for any length of time policies may be revisited and or revised in order to ensure equity & fairness in the best interest of all students.***

**GRADING SCALE:** Semester grades will be determined on a percentage basis of the total number of points possible. The course grading scale is as follows:

A: 90-100%;

B: 80-89%;

C: 70-79%;

D: 60-69%;

F: 50-59%

**CONFERENCE PERIODS:**

Conference periods will be used to accomplish the following:

1) make-up exams/quizzes;

2) review completed exams (no exam reviews will be done during class)

3) student/teacher conferences; and

4) chapter, unit & course review study groups

**ADVANCED PLACEMENT EXAM**

Students who take the A.P. U.S. History Exam and earn a score of "4" will have either their first or second semester grade raised one letter grade. Unless otherwise informed, the second semester grade will be raised. However, for example, if the student earned a "B" first semester and an "A" second semester, the first semester grade will automatically be raised one letter. If a student receives a “5” on the AP Exam BOTH semester grades will be raised ONE letter grade**. This policy is predicated on a student passing both semesters and participating throughout the entire school year by having met the 4 criteria listed above under Participation Grade and may be changed, modified and or eliminated due to COVID-19 requirements. This change DOES NOT occur until the start of the following school year. *Students are asked NOT to email their teacher, counselor or administration to inquire about when scores will be changed. Teachers and registrar work together to complete this task as soon as possible*.**

**ATTENDANCE, DISCIPLINE, EXAM RETAKES, AND SYLLABUS**

I. A student having an UNEXCUSED absence may make up the work for the day(s) missed, but may not necessarily receive full points for the assignments, quizzes, or tests missed during that absence.

II. A student having an EXCUSED absence will be given one day for each day missed to complete the make-up work. A student with an EXCUSED absence from an exam will have a maximum of four conference periods from the day he/she returns to school to make up the exam. Of course our hope is that work is made up as soon as possible and that students do not wait until the last possible day to hand in or make up missed work. Students with 504 Plans or IEP’s will be held to the agreements within those plans.

III. For each unit, a course syllabus has been posted on the website. This Unit Overview includes terms, themes and unit questions. The coversheet, which is based on the Overview, must be completed & submitted on the day of each exam. On the syllabus, the date an assignment is listed is the date it is due. Students are expected to read all daily assignments prior to the date listed on the syllabus.

IV. Each quarter, a student will be allowed four (4) tardies to class. On the fifth tardy, the teacher may refer the student for disciplinary action. To avoid being marked tardy or absent, students must be in their assigned seats when the bell rings**. *If a student arrives late it is THE STUDENT’S responsibility to give their late pass to the non-lecturing teacher in order for attendance to be corrected***

V. The teachers will refer any student to the appropriate individuals for disruption of the educational atmosphere of the class. This includes, but is not limited to, disruptions due to tardiness, poor attendance, lack of preparation for class, cell phone/electronic device use NOT approved for instructional purposes and inattentiveness during class.

VI. A student caught cheating, copying, or plagiarizing will receive a zero for that test, quiz, project, or assignment. Parents/guardians will be called and a referral will be sent to administration.

VII. Unless returning from an extended excused absence, students are

expected to take all exams and quizzes **on time**. Please consult the teachers at **least two days prior** to a quiz or an exam if you have a scheduling difficulty. **Make-up exams must be completed during the time frame set by instructors.**

VIII. Late assignments handed in within five (5) school days will be given half credit. Work not made up will count as a zero in the gradebook. Any late work MUST be turned in the Friday before the quarterly progress grades are due. Once the progress grades are submitted NO WORK from those 4 ½ weeks will be accepted. Any work NOT handed in based on these parameters will receive a zero (0) for those assignments. For the last 4 ½ weeks of a quarter the late work is due the Friday before the grading window opens. Please check the TUSD calendar & we will post dates in the classroom.

IX. Students must be prepared each day of class. Students must bring a pen or pencil, laptop, their class notebook, and have read the reading assignment for that day. We strongly encourage students to print or review the PPT presentation & or outlines before class.

X. Supplemental readings, this course outline / description, the course syllabus, chapter terms, and text outlines are on the website. Download/save items to conserve paper. Do NOT print items from the internet using UHS Library paper.

**CLASS MATERIALS**

1. Spiral notebook or loose-leaf binder for lecture notes. Studies show handwritten notes aid in the long term memorization and comprehension of material. Students may use laptop computers for notes however, if they are using the laptop during class for something other than lecture notes families & counselors will be notified.

2. Pocket folder for the safe keeping of handouts.

3. Pens, pencils, high-lighters, eraser

**TEXTBOOKS**

Give Me Liberty! An American History, Eric Foner AP 6th Edition – hard copy

**TIPS FOR THE SUCCESSFUL STUDENT**

In our many, many years of teaching A.P. U.S. History together, we have found that successful students have done the following:

1. read the assignments daily;

2. take clear, concise textbook notes (complete chapter terms);

3. participate in class discussions, pay attention and ask questions during lectures;

4. form study groups to prepare for exams;

5. make good use of conference periods to gain assistance from teachers.

6. attend class regularly, take exams when scheduled & hand in assignments on time

7. use the course syllabus as a guide for preparing academic & personal schedules;

8. maintain an organized notebook

9. print/download Unit Coversheets to manage readings, homework, etc.

10. participate in class, advocate for yourself & communicate with your teachers.

**COURSE PHILOSOPHY, GOALS, AND OBJECTIVES**

The official course description for A.P. U.S. History states that the course is designed to prepare students for the Advanced Placement United States History Exam given in May each year. At University High School, the teachers serve as facilitators for student success on the Advanced Placement Exam. In this capacity, we view this as a cooperative relationship between students and teachers. With a high score on the Advanced Placement Exam, students may earn college credit. The full College Board Course Description is on our website

<https://uhsapush2015.weebly.com/>

The A.P. U.S. History course at University High School not only is geared to prepare students for the A.P. Exam, but it also provides an enriched experience in the study of America's past. Through use of historical documents and an historiographical approach, students will gain an understanding of how History works and how historians operate. Students will read various historians' interpretations of major issues in United States History, analyze documents, and write their own thesis arguments. Through written assignments, exams, and quizzes, students will learn to develop a thesis and support it in an organized manner with specific facts.