**APUSH Syllabus**

**D. Schuster**

**Countryside High School**

**Fall 2019**

<http://schusterland.weebly.com>

**Introduction**

Welcome to AP US History (APUSH) at Countryside High School. AP US History is a survey course covering American history from the Pre-Columbian period to the present. The class is taught in accordance with the AP US History Curriculum Framework, and is designed to prepare students for the AP US History Exam on May 8, 2020. The full description can be found on the AP College Board website. <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-us-history-course-and-exam-description.pdf>

**College Credit**

APUSH is meant to be the equivalent of a freshman college survey course. Students can earn college credit by scoring well on the AP exam in May. Some colleges will give credit for a score of 3 on the AP exam, though most require a score of 4 or 5.

**Class Website**

I have created a website (<http://schusterland.weebly.com>) with a vast array of materials to support students enrolled in APUSH. Please use this resource on a weekly, if not daily, basis. On my website, you will find:

* **Important Notices –** daily assignments and due dates
* **Units –** Virtually every PowerPoint, handout, primary source, vocabulary list, and any other material used in class
* **Web Resources –** Links to other useful websites, including the College Board homepage, where you can find information regarding the AP exam and research APUSH topics

**Absences**

Students who are absent from class will be expected to check the website from home, stay up-to-date on their studies, and be prepared to return to class with all assignments completed on time. If you have problems accessing the internet outside of school, please let me know and we will make other arrangements to support your studies while you are out of school.

**Late Work**

Will not be accepted without a written explanation and approval from the instructor. This does not include make-up work from an excused absence. In those cases, students have the same number of days absent to make up the work. Parents have 48 hours to excuse an absence via phone call or a note to the attendance office – 725-7956. After that time, the work is considered late and will not be accepted without a written explanation and approval from the instructor.

**Reading**

Our textbook is *American Pageant*, 16th Edition. Students will be expected to read and outline a full chapter approximately every other class meeting, then be prepared to take a quiz in class. In addition, we will be reading many primary source materials, which I will provide to students as the school year unfolds.

This year, I would like to request students to purchase the AMSCO American History Review book as their primary reading source. It is more concise in content and provides updated questions to review and practice. It can be found at the following site: <https://www.amscopub.com/social-studies/advanced-placement/united-states-history-ap-exam.html?dir=desc&order=position>

If this purchase will be a financial hardship, please see me.

**Writing & Document Analysis**

The central focus of APUSH is helping students to improve their historical writing skills. Specifically, students will learn how to respond to the Short Answer Questions (SAQs) and Document Based Question (DBQ) sections of the AP Exam. Students will be required to complete take-home and in-class essays. Entire class periods will be devoted to the return of graded essays, discussion of the most common positive and negative aspects of each set, and the distribution of examples of well-written essays.

**Assessments and Activities**

Each unit will conclude with two assessments. The first assessment will be an SAQ portion. The second will be an AP style multiple-choice test. Unit Test corrections will be done after the exam to ensure content and skills are attained.

Weekly activities will consist of lecture, class discussion and analysis of documents; Timeline activities; graphic organizers; as well as Friday Writing Workshops.

Content knowledge quizzes will be given on Tuesday/Thursdays, with Unit Tests given after the Period content is covered. Mondays will be spent in the computer lab to give student access to online content and practice with Document Analysis.

To demonstrate abilities as a self-directed learner, every APUSH student will be required to complete a summer assignment that will be utilized during the first week of class. The summer assignment is broken into a few parts plus a test covering Period 1. The Period 1 exam will be given after the first week of classes and will include: basic multiple choice and multiple choice with document analysis.

The December midterm exam and the May AP Exam are required. If a student does not show for the AP exam, then a grade of zero (0) will be given for the exam and averaged in to the semester grade. If the course is dropped after the exam is ordered (November), the student will be charged $40; $92 if the course is dropped after March 1.

**The Exam**

May 8, 2020 is the date for the APUSH exam. It is 3 hours 15 minutes long.

It will consist of 2 sections:

Section 1

1. 55 Multiple Choice Questions; 55 minutes; 40%
2. 3 Short Answer Questions; 40 minutes; 20%

Section 2

1. 1 DBQ; 60 minutes; 25%
2. 1 Long Essay (from 3 choices); 40 minutes; 15%

**Grading Scale**

**A=90-100 B=80-89 C=70-79 D=60-69 F=below 60**

Grade recoveryassignments may be given throughout the course, but will never be offered the last 2 weeks of a grading period.

**Participation/Homework – 25%**

It is imperative that all students participate in class discussion. There can be no learning without discussion and constant feedback. Students will be required to outline from nightly readings to direct classroom discussion and ensure knowledge is gained and confirmed.

**Assessments – 40%**

Will be given throughout the course in multiple forms: weekly quizzes, unit tests, journals, essays (long essays and DBQs), and class discussion.

**Writing/Classwork – 35%**

Writing Workshops will begin the first week and are structured to ensure success on the AP exam in May, as well as future success in other college level courses. Historical Thinking Skills and Processes will be the focus. Classwork may include interactive activities/role-playing, as well as graphic organizers and timelines.

**Materials:** Students will need to bring several materials to class:

* Pens or pencils
* Glue sticks and/or tape
* Flash drive (optional, but handy if you would like me to provide a copy of any materials such as PowerPoint presentations for review)
* A notebook will be used in class to organize materials and ensure nothing is lost.
* A 1-subject Five Star (8.5” x 11”) spiral or 1” binder is recommended (75-100 college ruled pages) **for each semester**. Organization of the notebook will be explained the first week and updated throughout the course. Supplies for maintenance will be provided in the classroom; however, students may want to have their own glue stick and post-it notes

**Discipline & Dress Code**

Students are expected to follow all school rules and the modified dress code of Countryside High School. Additionally, students should adhere to the “R4” policy:

* Respect for yourself
* Respect for others
* Respect for property
* Respect for learning

If any infractions of school or classroom rules occur, the following consequences will result:

* 1st Offense – warning
* 2nd Offense – specific warning
* 3rd Offense – Student-teacher conference
* 4th Offense - Parent-teacher-student conference via telephone
* 5th Offense – 6:30 am detention with teacher
* 6th Offense and after - Referral to administrator
* Severe Offense – Referral to administrator

**Academic Honesty**

**Cheating and plagiarism** is absolutely unacceptable. If a student is caught cheating in ANY way, parents will be notified and the student will receive a zero.

**AP Historical Thinking Skills**

* Developments and Processes: Identifying and explaining historical developments and processes
* Sourcing and Citation: Analyzing sourcing and situation of primary and secondary sources
* Claims and Evidence in Sources: Analyzing arguments in primary and secondary sources
* Contextualization: Analyzing the context of historical events, developments, or processes
* Making Connections: Using historical reasoning processes, analyzing patterns and connections between and among historical developments and processes
  + Causation
  + Comparison
  + Change and Continuity Over Time
* Argumentation: Developing an argument

**Themes**

* **Migration and Settlement** (MIG)- How and why various people moved to/within the U.S. and adapted to/transformed their new social and physical environments.
* **America in the World** (WOR)- Interactions between nations that affected North American history in the colonial period, and on the influence of the US on world affairs.
* **Geography and the Environment (GEO)** - The role of geography and both the natural and human-made environments on social and political developments in what would become the U.S.
* **Politics and Power** (PCE)- How different social and political groups have influenced society and government in the U.S. AND how political beliefs and institutions have changed over time.
* **Identity: American & National** (NAT)- How and why the definitions of American/national identity and values have developed. Includes: citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.
* **Exchange, Work, and Technology (WXT)**- The factors behind the development of systems of economic exchange: technology, economic markets, and government.
* **Social Structures (SOC)-** How and why systems of social organization develop and change as well as the impact that these systems have on the broader society.
* **American and Regional Culture** (ARC)- How and why national, regional, and group cultures developed and changed as well as how culture has shaped government policy and the economy.

APUSH is divided into nine time periods—you will be incorporating historical thinking skills and themes throughout these periods.

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| **Period**  **% of Exam** | | **Description** | **Kennedy/ AMSCO** | **Begins/**  **Test Date:** |
| pre-1491-1607  4-6% | 1 | **Pre-Columbian Era & Age of Exploration**  Demographics of Europe, the Americas and West Africa; Meso-American culture; transatlantic commerce; comparison of colonies across the Americas (religion, economies, politics, cultures); foundations of slavery | 1-2  1 | 8/14  8/22 |
| 1607-1754  6-8% | 2 | **Colonialism**  European colonization; American Indian resistance; economic and population patterns; formation of race and identity; tensions with Britain | 1-6  2-3 | 8/23  9/12 |
| 1754-1800  10-17% | 3 | **American Revolution**  British colonial policies; enlightenment ideas; war for independence; formation of republic and national identity; work and labor (free and unfree); regional economic differences | 6-10  4-6 | 9/13  10/10 |
| 1800-1848  10-17% | 4 | **Early Republic and Democracy**  Definition of democratic practices; suffrage; market revolution; territorial and demographic growth; two-party system; role of federal government in slavery and the economy | 11-18  7-11 | 10/11  11/7 |
| 1848-1877  10-17% | 5 | **Civil War & Reconstruction**  Tensions over slavery; reform movements; imperialism; Mexican War; women and non-whites in public education; Civil War and Reconstruction | 14-26  12-15 | 11/8  12/10 |
| 1865-1898  10-17% | 6 | **Industrialization, Urbanization, Westward, the Gilded Age**  Industrialization; US imperialism; immigration; urbanization; women’s movement; working class culture and leisure | 23-27  16-19 | 1/7  1/30 |
| 1898-1945  10-17% | 7 | **Progressivism, Imperialism, WWI, 20s, Depression, WWII**  Progressive reform; radicalism; WWI and Russian Revolution; first Red Scare; first Great Migration of African Americans; race riots; culture wars of the 1920s; Hoover and FDR in the capitalist crisis; New Deal; WWII | 27-34  20-25 | 1/31  3/3 |
| 1945-1980  10-17% | 8 | **Postwar World- Cold War, Fifties, Sixties, and Seventies**  Atomic age and the Cold War; suburban development and the affluent society; the other America; social movements of the long 1960s; Great Society programs; Vietnam; economic and political decline in the 1970s; rise of conservatism | 34-39  26-29 | 3/4  4/7 |
| 1980-2012  4-6% | 9 | **Reagan Era, Nineties, and 2000s** | 38-41  30-31 | 4/8  4/21 |
| AP Review |  | **Periods 1-8** |  | 4/22-5/7 |