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|  | **Course Description**  This is an in-depth review of major developments in American history from 1491 through the present day. The course is divided into two semesters, *Discovery* through *The Gilded Age* and the *US as a World Power* to the present. By the conclusion of this course students will be able to:   * Grasp the basic chronology of United States History * Analyze the interactions between Europeans and indigenous groups throughout the America’s * Analyze the principal political, social, intellectual, and economic themes * Write clearly and effectively * Consistently and effectively support a historical perspective on a major issue while introducing pertinent information to defend and secure their opinion * Evaluate primary and secondary sources by addressing their author, perspective, and biases |

For more information regarding AP US History standards and competencies, please visit: <http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/3501.html>

**INSTRUCTION:**

**Themes, Skills, and Topics**

The outlined themes that follow indicate some of the important areas that might be treated in an APUSH course. The ideas suggested do not have to be treated explicitly as topics or covered inclusively, nor should they preclude development of other themes. In addition, questions on the exam will often call for students to inter-relate categories or to trace developments in a particular category through several chronological periods. For this reason, students and teachers need to address periodization in history and to relate periodization, as appropriate, to the following:

**THEMES**

American and National Identity

Politics and Power

Work, Exchange, and Technology

Culture and Society

Migration and Settlement

Geography and the Environment

America in the World

**SKILLS**

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| **Skill Category** | **Historical Thinking Skill** |
| Analyzing Historical Source and Evidence | Analyzing Evidence: Content and Sourcing |
| Interpretation |
| Making Historical Connections | Comparison |
| Contextualization |
| Synthesis |
| Chronological Reasoning | Causation |
| Patterns of Continuity and Change over Time |
| Periodization |
| Creating and Supporting a Historical Argument | Argumentation |

**Topic Outline**

Unit 1—Colonial America Chapters 1-5 (1491-1754) [3 weeks]

Unit 2—From Revolution to Republic Chapters 6-10 (1754-1800) [3.5 weeks]

Unit 3—The New Nation Chapters 11-15 (1800-1848) [3.5 weeks]

Unit 4—A House Divided and Reunited Chapters 16-22 (1820-1877) [4 weeks]

Unit 5—The Gilded Age Chapters 23-26 (1865-1898) [4 weeks]

**Additional Readings:** Larson’s *The Devil in the White City*

Unit 6—America on the World Stage Chapters 27-30 (1890-1920) [4 weeks]

Unit 7—1919-1945 Chapters 31-35 (1919-1945) [5 weeks]

Unit 8—Modern America Chapters 36-41 (1945-Present) [5 weeks]

**Materials Needed**

* Blue or Black Ink Pens and Pencils
* Paper/Notebook/Binder
* Flash Drive

**Fees**

$25 Fee will be used to purchase primary source and review materials necessary for the AP exams

**Resources**

**Textbooks**

* Kennedy, Cohen, and Bailey, *The American Pageant,* Houghton Mifflin Co., Thirteenth Edition, 2006.
* Kennedy and Bailey, *The American Spirit: Volumes 1 & 2,* Houghton Mifflin Co., Tenth Edition, 2006.

**Non-Fiction Works**

* Larson, Eric. *The Devil in the White City.* New York; Vintage Books, 2003

**Possible Video List**

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| * John Adams * America: The Story of US * PBS—Andrew Jackson * PBS—Reconstruction * History Channel—The Spanish American War * PBS—One Woman, One Vote * ABC News—The Century Series * Flyboys * PBS—Unforgettable: The Korean War * CNN—The Cold War | |
| * PBS—Freedom Riders * PBS—Eyes on the Prize | |
| * Dear America—Letters Home from Vietnam | |
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***If you do not approve of a specific resource listed in this syllabus, please make your request to me in writing and an alternative assignment and/or materials will be provided. The request should include your name, the child's name, the specific activity/materials in which you do not want your child to participate or to which you do not want them exposed, and the nature of your objection.***

**ASSESSMENT:**

# Classroom Procedures and Grading

1. Each unit will have a **test**.
2. **"Reading check" quizzes** will be given randomly. If you miss an "RCQ", there will be no make up. The following quiz will double in value. If you are out again, the value will then triple and so on to cover the quizzes missed.
3. **Quizzes,** other than RCQs, **may or may not be announced.**
4. **Homework and classwork may or may not be collected.** Homework topics (particularly readings) will usually be important the next day in lecture and class discussion.
5. There will be other activities that require participation. **All are encouraged to participate.**
6. Most grades will be posted within five school days of the assignment being collected; however, due to the sheer amount of writing I have to grade, essays and tests may not be graded for up to a one-month period. They will be posted as soon as they are graded. I will randomly grade 25-35% of all essays assigned.

**Expectations**

* Complete reading assignments in a timely and thoughtful manner.
* Participate in class discussion.
* Pay attention to what I say. I’ve taught this class much longer than you’ve been in it and I actually know what I am doing.
* Stay POSITIVE! This class is taught at a college level; however you can expect me to be a fair teacher

There's no great mystery to doing well in this course.  Read, listen, take notes, try your best, and you will receive a good grade in return and do well on the AP exam.

**Grading**

Knox County Grading Scale: A= 93-100 B= 85-92 C= 75-84 D= 70-74 F= 0-69

* Grades will be determined by assigning a point value to each assignment. At the end of the grading period the student’s cumulative points will be divided by the total points possible for the period.
* Knox County School’s policy for A.P. courses will result in an **additional five points** being added to your final class average ***IF you take the A.P. Exam in May.***

**Make-ups**

It is your responsibility to contact the teacher regarding the work to be made up. There will be a class syllabus you are expected to follow. Papers to be completed will be placed in the room where you will have access to them. Class notes should be copied from a classmate. You are responsible for whatever assignments were collected or assigned and you are responsible for that work either the day you return (if you were present when it was assigned) or the next day (if you were not present when it was assigned). You have five school days to make up a test. If you are going on a school related trip, it is your responsibility to get the assignments before you leave for the trip.

**Exam**

There will be a cumulative final exam at the end of the year.

**Content**

Some subject matter will be covered in reading assignments, some in class, and some in both. You are responsible for knowing the material in all three cases.

**Late Assignments**

You have two school days to turn in late work. If you have a problem with a due date, speak with me in advance.

**GENERAL EXPECTATIONS:**

1. **Mutual respect, appropriate language, and appropriate behavior are required at all times.** Follow all West High School rules while in this classroom.
2. **Attendance and Tardy Policy**: Be on time for class and be in your seat when the bell rings. Follow West High School and Knox County Schools policies. Please remain in your seat until the bell rings.
3. **Electronics**: Do not use any electronics during class time.
4. **Do not open the windows or adjust the air conditioning/heating unit without permission.** This classroom is usually cool. If you are cold, bring a sweatshirt. Do not complain about the temperature.

**Cell Phone Policy:**

The use of cell phones or any other electronic devices will **NOT** be permitted in class **including to listen to music during classwork**, unless it is part of a teacher-approved instructional activity.  If a student is caught using his or her cell phone during class, it will be confiscated by the teacher and returned at the end of the class period.  On the 2nd offense, the cell phone will be given to an administrator along with a write up and a consequence may be assigned by the administrator.  On the 3rd offense, the device will again be given to an administrator along with a write-up, a parent or guardian is expected to pick up the device at the end of the day, and the student may receive an additional consequence. **Refusal to comply with this policy or to give up the electronic device will result as an insubordination infraction and will be dealt with appropriately.**

**Academic Dishonesty**

**Plagiarism Policy:** According to Harbrace Handbook, 15th edition,

* Plagiarism is defined as presenting someone else’s ideas, research, or opinion as your own without proper documentation, even if it has been rephrased. It includes, but is not limited to the following:
* Copying verbatim all or part of another’s written work
* Using phrases, figures, or illustrations without citing the source
* Paraphrasing ideas, conclusions, or research without citing the source
* Using all or part of a historical work, film, or website without attributing the work to its creator

**Consequence:** As plagiarism is a form of stealing and academic fraud, committing such an act carries both a grade penalty and disciplinary action depending on the severity of the incident. A minimal consequence would be a zero on the assignment and a referral to the office.

**Teacher Communication and Contact:**

Please check Remind and Canvas frequently for calendar updates and communication. I am also available for appointment through guidance. I am available for extra help upon request.

E-Mail – dean.harned@knoxschools.org