



Advanced Placement U.S. History

Advanced Placement U.S. History is a college-level introductory course, which examines the nations' political, diplomatic, intellectual, cultural, social, and economic history from 1491 to the present. A variety of instructional approaches are employed and a college level textbook is supplemented by primary and secondary sources.

The following are seven distinct **themes** in AP U.S. History that are designed to develop the students historical thinking skills:

- Identity (ID)
- Work, Exchange, and Technology (WXT)
- Peopling (PEO)
- Politics and Power (POL)
- America in the World (WOR)
- Environment and Geography – Physical and Human (ENV)
- Ideas, Beliefs, and Culture (CUL)

Skills Covered: The class prepares students for post-secondary course work in history by setting standards equivalent to those made by full-year introductory college courses. Students will learn to assess historical materials—their relevance to given interpretive problems, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. The AP U.S. History class will help students develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively through oral discussions and in essay format. The following are Historical Thinking Skills that are going to be highlighted by the Collegeboard:

Historical Thinking Skills

The historical thinking skills provide opportunities for students to learn to think like historians, most notably to analyze evidence about the past and to create persuasive historical arguments. Focusing on these practices enables teachers to create learning opportunities for students that emphasize the conceptual and interpretive nature of history rather than simply memorization of events in the past. Skill types and examples for each are listed below.

I. Chronological Reasoning

- Compare causes and/or effects, including between short-term and long-term effects
- Analyze and evaluate historical patterns of continuity and change over time
- Connect patterns of continuity and change over time to larger historical processes or themes
- Analyze and evaluate competing models of periodization of American history



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II. Comparison and Contextualization

- Compare related historical developments and processes across place, time, and/or different societies, or within one society
- Explain and evaluate multiple and differing perspectives on a given historical phenomenon
- Explain and evaluate ways in which specific historical phenomena, events, or processes connect to broader regional, national, or global processes occurring at the same time

III. Crafting Historical Arguments from Historical Evidence

- Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence
- Construct convincing interpretations through analysis of disparate, relevant historical evidence
- Evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments
- Analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context germane to the evidence considered
- Based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions

IV. Historical Interpretation and Synthesis

- Analyze diverse historical interpretations
- Evaluate how historians' perspectives influence their interpretations and how models of historical interpretation change over time
- Draw appropriately on ideas and methods from different fields of inquiry or disciplines
- Apply insights about the past to other historical contexts or circumstances, including the present

Each unit will contain the following activities: (Again, subject to change...)

- **Lecture and discussion of topics:** Students will participate in discussions based on course topics. Reading/Theme quiz content is embedded in class discussions.
- **Primary Source Analysis:** Students analyze primary sources using notecards on which they identify, analyze, and evaluate each of the sources. Students analyze the sources for two or more of the following features: historical context, purpose and intended audience, the author's point of view, type of source, argument and tone. (Appropriate use of historical evidence.)
- **Author's Thesis Paper and ATP 2:** Students are provided with opposing viewpoints expressed in either primary or secondary source documents and in writing must determine the following: The Thesis:
 - What is the main argument of each author? The Evidence:
 - Looking at the supporting evidence, analyze whether they are logically interpreted by the authors. Do they clearly support the thesis?
 - Critical Analysis: • What do the sources add to your own understanding of the topic? • What points are strongly made and well documented?



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- Final Analysis: (Your opinion is expressed here without the use of any form of the pronoun “I”.)
- Which of the sources makes the most convincing case and why? For each source, complete the thesis, evidence, and critical analysis sections.

AP Collegeboard Standards: <http://media.collegeboard.com/digitalServices/pdf/ap/ap-course-exam-descriptions/ap-us-history-course-and-exam-description.pdf>

Supplies: Required Daily

- **Three ring binder**
- **Paper**
- **Pen or Pencil**
- **Textbook (BRING EVERYDAY)**

Fees: A \$20.00 fee is requested for this class. This fee will cover various expenses associated with AP materials and resources.

Primary Textbook

The American Pageant, David M. Kennedy, Lizabeth Cohen, and Thomas A Bailey, 14th ed., Wadsworth/Cengage, 2010.

PDF version of the Textbook:

https://tusd.haikulearning.com/dgoldenberga/apunitedstateshistory/cms_page/view/15905333

Primary Sources

American Issues: A Documentary Reader, Charles M. Dollar and Gary W. Reichard, 1st ed., Random House, 1988.

For the Record, Vol. 1 and 2, David Shi and Holly Mayer, W. W. Norton, 2004. *Opposing Viewpoints, Vol. 1 & 2*, William Dudley and Thomson Gale, 2007.

The American Spirit: United States History as Seen by Contemporaries, Vol. 1 & 2,

Thomas A. Bailey and David M. Kennedy, 6th ed., D. C. Heath & Co., 1987.

Secondary Sources

A People's History of the United States, Howard Zinn.

A Sense of History, ed. American Heritage, IBOOKS Inc., 2003.

American Colonies: The Settling of North America, Alan Taylor, Penguin Books, 2001.

Conflict and Consensus in American History, edited by Allen F. Davis and Harold D. Woodman, D. C. Heath



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and Co., 1984.

Dave Barry Slept Here, Dave Barry, Ballantine Books, 1995. *From Slavery to Freedom, 8th ed.*, John Hope Franklin and Alfred A. Moss, Jr., Alfred A.

Knopf, New York, 2003.

Historical Moments: Changing Interpretations of America's Past, Vol. 1 & 2, Jim McClellan, 1st ed., Dushkin McGraw-Hill, 2000.

Historical Viewpoints, Vol. 1 & 2, edited by John A. Garraty, 9th ed., Longman Publishers, 2003.

History In the Making, Kyle Ward, New Press, 2007.

Only Yesterday, Frederick Lewis Allen, Harper Perennial, 2000.

Portrait of America, Vol. 1 & 2, Stephen B. Oates, 7th ed., Houghton Mifflin, 1999.

The 9/11 Report: A Graphic Adaptation, Sid Jacobson and Ernie Colon, Hill and Wang, 2006.

The American Presidency, edited by Alan Brinkley, 1st ed., Houghton Mifflin Harcourt, 2005.

The History of Women in America, Carol Hymowitz and Michaela Weissman, Bantam Doubleday, New York, 1990., 0-553-26914-3.

Past AP test questions are routinely used in classroom discussion and problem solving exercises.

Teacher materials and preparation have included resources from:

- College Board AP workshop attendance and consultations
- AP U.S. History Summer Institute attendance and consultations
- Professional meetings emphasizing teaching of U.S. History topics, themes, and skills

Movies: Throughout the course of study, students may view films, film clips, or educational programming directly correlated to their study if time permits. All audio-visually will comply with Knox County guidelines. Possibilities include the following:

The Century, Ellis Island, The Presidents, Remember the Titans, Apollo 13, Pearl Harbor, The Atomic Bomb, America the Story of US, Forrest Gump, Great Events of the 20th Century, The Great Debaters, Saving Private Ryan, Man and Boy, Alvin C. York, Chicago, and Glory Road. I will also be utilizing appropriate clips from *Discovery United Streaming, Teachertube.com, and Hulu.com*

Alternative Assignments/Activities: 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.

Assessments

Skills Assessment: Students will read U.S. History Advanced Placement textbooks and supplementary readings, complete historical outlines, research projects, practice process skills, analyze documents, engage in levels of questioning, write document-based and free-response essays, and prepare for a College Board Advanced Placement exam. Due to the variety of skills covered in this class, a mixture of formative and summative assessments will be used to evaluate such as:

- ❖ Quiz/Test on each chapter within the units of study
- ❖ Unit DBQ projects are a culmination of bellringers used within the Unit to lead us to carefully and thoroughly analyze a DBQ. Students will turn in their daily bellringers, and then have to turn in all bellringers (with errors corrected) on the day of their Unit Test for a project grade. This means that they will be receiving two grades (daily bellringer grade and Unit DBQ project grade) for the same work.
- ❖ Complete a unit objective and short answer test for each unit
- ❖ Read all supplementary readings assigned
- ❖ Prepare historical outlines and reports on major periods
- ❖ Selected assignments to constitute a quiz grade as indicated by the instructor
- ❖ Selected assignments completed with accuracy will be rewarded a daily grade
- ❖ Complete the College Board Advanced Placement Exam in May for opportunity to earn college credit

Class Participation: In order to succeed in this class, you will need to work hard from the beginning and maintain a good work ethic throughout the duration of the year. This is a year-long class which can have its advantages and disadvantages. However, this is a class that will push the academic boundaries for your child in the CRITICAL and PIVOTAL junior year.

Grading:

Knox County Grading Scale

A 100-93% **B** 92-85% **C** 84-75% **D** 74-70% **F** 69% and lower

Grades for class:

35% - Homework and daily work (Bellringers, class work, etc.)

30% - Summative assessments (Tests, quizzes, etc.)

25% - End of Course Test

10% - Projects (Unit DBQ projects, etc.)

- **Makeup Work:** Make up work is your responsibility. It is YOUR responsibility to turn in missed work!!! If there are assignments (TESTS included) NOT turned in at the end of every 4 ½ week



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grading period, they turn into zeros. I want to emphasize that it is a college-level class therefore YOU are responsible for making arrangements to get your missing work and/or notes. If you are having trouble, PLEASE do not hesitate to speak with me. I am here to support you anyway possible.

Make-up Policy and Student Grading

Students must request make-up assignments within three (3) days after returning from an absence. Work must be completed within a reasonable, predetermined amount of time. It is up to the teacher to establish guidelines for a reasonable amount of time to make up any missed work. For any absence period of five days or over, work may be requested through the Guidance Office. Failure on the part of the student to initiate a request for make-up work within three days may result in lost credit opportunity for the assignments missed.

Student Expectations

Attendance: I understand that absences happen, and I also understand that history is probably NOT your favorite thing to talk and read about. However, if you do not have regular attendance, it makes it more difficult on you to “catch up.” DO NOT put yourself in a position of playing catch up...this IS a REQUIRED course to graduate. If you miss more than 15 minutes of any class, you are considered ABSENT!!! This includes if you are checked out early or you leave my room for any reason. You will know at least a week in advance when we will have a test. If you miss class the day before a test, you WILL STILL BE REQUIRED TO TAKE THE TEST!!!

Classroom Rules / Procedures:

- 4 School and Class Expectations:
 - Be Safe.
 - Be Ready.
 - Be Responsible.
 - Be Respectful.
- **Behavior** – This is an AP class, behavior should not be an issue plain and simple.
- **Participation** – we will be discussing SENSITIVE historical issues and inevitably we will have differing opinions. At the end of the day, you MUST RESPECT everyone’s opinions and always remember IT IS OK TO AGREE TO DISAGREE.
- **Music** – Students will not be allowed to listen to music in any class this year. Appropriate music will be played from my computer during times that students are working.
- **Food** – Food will be allowed in my classroom as long as it does not become a distraction in the learning environment. Meaning, if you want to share then do so BEFORE class starts. Also, everyone is expected to clean up after themselves, do not leave trash around your desk area or the entire class will lose the privilege.
- **Cell Phones** – Cell phones can be put in the boxes on the desk with screen down, as we might utilize them for polleverywhere.com. Otherwise, if students have their cell phone out it will be sent to the cell phone jail in the back of the classroom.



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Incentives:

- **Weekly Drawings:** Throughout each week, the class as a whole will compete with the teacher to earn chances for weekly drawings for incentives. The skeleton structure for this competition is as follows:
 - Teacher points can be awarded, but not limited to the following: students not meeting behavioral expectations (too long on transitions), students tardy to class, etc.
 - Student points can be awarded, but not limited to the following: perfect attendance (which includes NO tardies), all homework being turned in on time, class test or quiz average above 80, etc.
 - If students have more points than the teacher at the end of every week, then teacher will randomize a drawing for a variety of prizes such as candy, homework passes, etc.

Honor Code/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:

1. Copying verbatim all or part of another’s written work;
2. Using phrases, figures, or illustrations without citing the source;
3. Paraphrasing ideas, conclusions, or research without citing the source;
4. Using all or part of a literary plot, poem, or film without attributing the work to its creator.”

CONSEQUENCES OF PLAGIARISM

Plagiarism is a form of stealing and academic fraud. Students who are found guilty of plagiarism will have the option of either redoing the assignment within a specified time period and accepting a grade letter drop or taking a zero on the assignment. Parents should be involved in making the decision. Plagiarism in college will result in being kicked out of the institution, so let’s get in the habit of doing our own work now.

Board Policy I-431

Issued: 7/95 Revised 6/08

The Board affirms that it is essential that the teaching about religion –and not of a religion be conducted in a factual, objective, and respectful manner in accordance with the following:

- Music, art, literature, or drama with a religious theme or basis are permitted as part of the curriculum for school-sponsored activities and programs, provided it is essential to the learning experience in the various field of study and is presented objectively;
- The emphasis on religious themes in the arts, literature, and history shall be only as extensive as necessary for a balanced and comprehensive study of these areas. Such



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studies shall never foster an particular religious tenets or demean any religious beliefs; and

- Student-initiated expressions to questions or assignments, which reflect their beliefs or non-beliefs about a religious theme shall be accommodated. For example, students are free to express religious belief or non-belief in compositions, art forms, music, speech, and debate.

Teacher Expectations

Communication: The best way to reach me is by email, tara.laroy@knoxschools.org. I check it several times a day and can respond quickly. You may also call the school phone (594-3792) and leave a message for me. The best way to communicate with me is via email.

Aspen Parent Gradebook Access:

The most effective way to communicate with students and parents is through the online gradebook. In order to give timely feedback, I will update grades at least once a week. Students and parents should be checking gradebook on a regular basis. Please do not wait until the end of a grading period to check a student's grade. If there is a question or discrepancy, please do not hesitate to contact me immediately. I encourage you to access this regularly. If you do not know your username and/or password, please contact the school at (865) 594-3792.

Canvas:

Canvas is a great tool provided to us by the Knox County School System. We will be using Canvas throughout the year, so students **must have access to it and know their log-in information daily**. It is another great way of communication. Please access the Canvas page for this class and visit it often. This page contains due dates, copies of most assignments, and more.

Tutoring & Extra Help: I am available to help after school, usually until 5:00. I will leave school earlier if you are not in my room after-school. If you want or need to stay after-school, let me know so I can make sure that I stay in the building.

- LaRoy

Tentative Schedule



Week of...	Chapters and Topics
August 8-12	1 – New World Beginnings
August 15-19	2 – Planting of English America
August 22-26	3 and 4 – Settling Colonies and Life in 17 th Century
August 29-Sept 2	5 – Colonial Society on Eve Revolution (End Unit 1 Material)
Sept 5-9	6 and 7 – Duel for North America and Road to Revolution
Sept 12-16	8 – America Secedes from the Empire
Sept 19-23	8 cont. and 9 – Confederation and Constitution
Sept 26-30	9 cont. and 10 – New Government and America
Oct 3-7	10 cont. – New Government and America (End Unit 2 Material)
Oct 10-14	Fall Break
Oct 17-21	11 and 12 – Jeffersonian Republic and Second War for Independence
Oct 24-28	12 cont. and 13 – Rise of Mass Democracy
Oct 31-Nov 4	13-15 – National Economy and Reform and Culture (End Unit 3 Material)
Nov 7-11	16 and 17 – South, Slavery, and Manifest Destiny
Nov 14-18	18 and 19 – Sectional Struggle and Drifting Towards Disunion
Nov 21-25	19 cont. – Disunion
Nov 28-Dec 2	20 – Girding for War: North and South
Dec 5-9	21 – Furnace of the Civil War
Dec 12-16	22 – Ordeal of Reconstruction (End of Unit 4 Material)
Dec 19-23	Unit 4 Test / Midterm
Jan 9-13	Review of 1 st semester material
Jan 16-20	22 and 23 – Reconstruction Review and Gilded Age
Jan 23-27	24 and 25 – Industry and America Moves to the City
Jan 30-Feb 3	26 – Great West and Agricultural Revolution
Feb 6-10	27 – Empire and Expansion (End of Unit 5 Material)
Feb 13-17	28 and 29 – Progressivism with Roosevelt and Wilson
Feb 20-24	30 – WWI
Feb 27-March 3	30 cont. – WWI (buffer week in case of snow delays)
March 6-10	31 – American Life in Roaring Twenties (End of Unit 6 Material)
March 13-17	Spring Break
March 20-24	32 and 33 – Boom, Bust, and Great Depression
March 27-31	34 – FDR and WWII
April 3-7	35 – America in WWII
April 10-14	36 and 37– Cold War and Eisenhower
April 17-21	38 and 39 – Stormy Sixties and Stalemated Seventies
April 24-28	40 – Conservatism and Begin AP Test Review
May 1-5	AP Test Review / APUSH Test Date is May 5th
May 8-19	APUSH Projects and EOC