

# Advanced Placement United States History Syllabus

## Welcome to APUSH!

This course will be taught at a college level and you will be expected to perform at that level with the goal to pass the AP US History exam. As with a college course, you will be required to complete most of the assignments outside the classroom – in other words, there will be a lot of homework. It is your responsibility to keep up with the readings and all other assignments. This class will be challenging but rewarding. This course requires the best efforts of both student and teacher – this course is truly a partnership.

## Course Purpose

Sullivan High School's Advanced Placement US History course is a college-level course that introduces students to the rich political, cultural, social and intellectual heritage of the United States. AP courses demand higher-order thinking skills, in which you will be required to analyze, synthesize and evaluate primary and secondary historical sources. In addition, you will also need skills of comprehension, synthesis, historical thinking and applying facts to all areas of this course.

## Course Description

APUSH is a year long course divided into two semesters made up of 2 nine weeks for each semester. To learn enough material to be worth evaluating, students will do a variety of activities individually and also in small groups and large groups. In addition to reading and writing, activities include discussion, scored discussions, lectures, Document Based Questions, papers/essays, simulations, debates, art projects, evaluating primary sources, group projects and exams.

The AP Exam consists of multiple-choice questions, short answers, a document-based question (the DBQ), and one free-response question also known as thematic essay questions. Part of the APUSH curriculum, therefore, includes instruction in how to succeed at these tasks. You will be given frequent quizzes in one or more of these formats to provide you with the opportunity to gain experience and skill with these types of evaluations.

## Course Requirements

The number one requirement for this course is **organization**. You are encouraged to organize all materials in a 3 ring binder you will bring to class **every day**. Your binder should be separated into six sections:

- section one – course information **including this syllabus** and weekly calendars
- section two - class notes, ID's, discussion and comprehensive questions
- section three – handouts, primary readings, charts
- section four - maps
- section five – graded quizzes and tests
- section six - essays, FRQ's and DBQ's; information on writing these papers

## Required Text

Text: David M. Kennedy, Elizabeth Cohen, and Thomas A. Bailey, *The American Pageant*, 13<sup>th</sup> ed. Boston, MA.: Houghton Mifflin Company, 2006.

## Classroom Expectations

You are expected to be prepared to learn and participate every day. Being prepared means having completed all assigned reading for that day and any other assignments necessary for that school day. Respect is a necessary element for our classroom and WILL be maintained. Behaviors that are disrespectful, profanity, hateful language, talking while anyone has the recognized “floor”, side conversations, and any other behavior I feel jeopardizes learning in our class room will NOT be tolerated. History can be a very sensitive and controversial subject at times. We will be discussing issues such as slavery, warfare, and religion throughout the year as part of the curriculum. I expect and demand that all discussions will be conducted in a mature and respectful manner.

## Academic Honesty

All forms of academic dishonesty – cheating, copying, plagiarism – will not be tolerated. If you can find in on the Internet, I can as well. Also, I really read everything you turn in, so if you copy, I will catch you eventually – so just don’t do it. The consequences of violating this code are outlined in the SHS student handbook and will be followed.

## Late Work

Recognizing the rigor and challenges of AP, the following system will be in place for the acceptance of late work. On the date assignments are due, students must either turn in assignments due or fill out a yellow “Missing Work” form for each assignment not handed in. At this point, failure to turn in the form will result in a zero for that assignment. Once the yellow Missing Work form as been filled out correctly, you will have **FIVE SCHOOL DAYS** from the due date to turn in that assignment. If the assignment is turned in within that **FIVE SCHOOL DAY** window, your assignment will be accepted without any grade penalty. Anything turned in after that date, will receive a grade a “start grade” 65% but always better than a zero. Understand it is necessary and imperative to stay “caught up” readings, and homework to be successful in this course.

Please do not take this lenient late work policy as a pass on doing your work on time.

## Test Corrections

Every test you will take in this class is as academically rigorous as the APUSH Exam you will take in May with the objective of this being to give you as many opportunities to see AP style test questions as possible. Also, because you will need to retain EVERYTHING you learn in this class, you can not simply take the test and then move on. You truly need to understand and retain the material in order to be successful both in this class and on the exam. For that reason, you will be allowed to “test correct” your tests. Test corrections will take place once a

month DURING CLASS and you must complete all corrections during that class time period. You will be allowed to use your notes and textbook **but no electronic devices** to make corrections on your tests. This will also allow you to improve your test grade by earning 2 points back for each corrected test question.

### **Grading Policy**

Due to the rigorous academic nature of AP classes, your grade in this class will be based on the approved Southwest Sullivan School Corporation AP Grading scale:

<b>A</b>	<b>100 - 88</b>	<b>C</b>	<b>71 - 68</b>
<b>A-</b>	<b>87 - 85</b>	<b>C-</b>	<b>67 - 65</b>
<b>B+</b>	<b>84 - 82</b>	<b>D+</b>	<b>64 - 62</b>
<b>B</b>	<b>81 - 78</b>	<b>D</b>	<b>61 - 58</b>
<b>B-</b>	<b>77 - 75</b>	<b>D-</b>	<b>57 - 55</b>
<b>C+</b>	<b>74 - 72</b>	<b>F</b>	<b>54 and below</b>

### **Contact Information**

All contact must be made through either our school Gmail account and/or Canvas. As a student, you must check your school email and Canvas regularly. This is your responsibility to maintain and keep current with both Gmail and Canvas. My school email account is [lnorris@swest.k12.in.us](mailto:lnorris@swest.k12.in.us).

### **My Pledge to You**

I am so excited, honored and privileged to have you in my class. I pledge to you to give you my best effort every day. My goal is for this to be one of the most rewarding classes you take at SHS. To achieve this goal, I will be available after school to meet with you for any extra help, schedule study groups when necessary, work with you during ACT Periods, and anything else you need in order to achieve at your highest potential. I will help you figure out how you learn – this will be one of the most valuable things you learn in this class. Together we will celebrate your successes, work on your challenges, and mostly importantly – stay positive. WE CAN DO THIS TOGETHER.

### **Course Schedule**

Unit	Major Focus	Period	Chps
1	Native Peoples in the Americas; Rise of Spain & England as empires; Colonial America to 1700	1	1 - 4
2	Colonial Changes; New France; clash of empires	1	5 - 6
3	Road to Revolution; Revolutionary War	1	7 - 8

4	Mapping out a Nation; Constitution; Federalist period	2	9 -10
5	Jeffersonian Democracy; Era of Good Feelings	2	11 – 12 – parts of 14, 15, 16
6	Jacksonian Democracy; Sectionalism, part 1 Era of Reform	2	13, parts of 14, 15, 16
7	Manifest Destiny; the “Peculiar Institution”	3	17, parts of 14, 15, 16

Unit	Major Focus	Period	Chps
8	Sectionalism; part II Road to Civil War	3	18 – 19
9	Civil War, Reconstruction	3	20 – 22
10	The Gilded Age	4	23 – 25

#### Second Semester

Unit	Major Focus	Period	Chps
11	Imperialism through World War I	4	27, 28, 31
12	Populism, Progressive Era	5	26, 29-30
13	1920s, Foreign & Domestic	5	32 – 33
14	1930s, Depression & New Deal	6	34, part of 35
15	Road to WWII; WWII	7	part of 35, 36
16	The Cold War – 50s & 60s	8	37 – 38
17	The Storm Sixties	8	39 – 40
18	The “Other 1970s” and the Rise of Conservatism	9	40 – 41

**May 11<sup>th</sup> at 8:00 am** – Advanced Placement United States History Exam – time to show ALL that you have learned

**Students,**  
**Please sign this form and share this syllabus with your parent(s) / guardian(s). You also need to have your parent/guardian sign the bottom of this form.**

I have read and understand the information in the syllabus for this class. I agree to adhere to the policies set forth for the class and will take responsibility for my conduct.

Signature\_\_\_\_\_Date\_\_\_\_\_

Print your name \_\_\_\_\_

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**Parents,**  
**Please fill out the information below. If there is anything you would like me to know about your child, please write it on the back of this paper or email me. Thank you!**

If you have an email address, what is it? \_\_\_\_\_

I have read the syllabus for this course and understand the policies and rules set forth. I understand what is expected of my child.

Parent/Guardian Signature\_\_\_\_\_Date\_\_\_\_\_

Print your name \_\_\_\_\_

