ADVANCED PLACEMENT UNITED STATES HISTORY SYLLABUS:

This course is designed to provide the same level of content and instruction that students would face in a freshman-level college survey class and prepare students for the Advanced Placement (AP) Exam in May. An emphasis is placed on interpreting primary documents, mastering a significant body of factual information, and writing critical essays. Topics include life and thought in colonial America, revolutionary ideology, constitutional development, Jeffersonian and Jacksonian democracy, nineteenth-century reform movements, and Manifest Destiny. Other topics include the Civil War and Reconstruction, immigration, industrialism, Populism, Progressivism, World War I, the Jazz Age, the Great Depression, the New Deal, World War II, the Cold War, the post-Cold War era, and the United States at the beginning of the twenty-first century. This course shall fulfill the United States History graduation requirement.

In addition to the topics listed above, the course shall emphasize a series of key themes throughout the year. These themes have been determined by the College Board as essential to a comprehensive study of United States History. The themes shall include discussions of American diversity, the development of a unique American identity, the evolution of American culture, demographic changes over the course of America’s history, economic trends and transformations, environmental issues, the development of political institutions and the components of citizenship, social reform movements, the role of religion in the making of the United States and its impact in a multicultural society, the history of slavery and its legacies in this hemisphere, war and diplomacy, and finally, the place of the United States in an increasingly global arena. The course shall trace these themes throughout the year, emphasizing the ways in which they are interconnected and examining the ways in which each helps to shape the changes over time that are so important to understanding United States History.

COURSE OBJECTIVES:

- Prepare for the Advanced Placement United States History (APUSH) Exam
- Develop and effectively use analytical skills of evaluation, cause and effect, compare and contrast
- Understand and show historical chronology, contextualization, causation, periodization and argumentation (pp. lx-lxii)
- Master a broad general knowledge of American History
- Interpret information from primary source documents
- Work effectively with others to produce products (such as original DBQ’s, PowerPoint presentations, review sheets for the entire class) and problem solving

COURSE TEXTBOOKS & READINGS:

GRADES:

1. Your letter grade shall be calculated by an accumulation of points to the following weight:
   Final Exam= 20%
   Exams and Quizzes= 60%
   Routine Assignments= 10%
   Behavior and Participation= 10%

2. Grades shall be assigned according to the following percentages
   (NO ROUNDING):
   
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ASSIGNMENTS:
1. There shall be several routine assignments for each chapter. *Chapter assignments shall be written by hand* and due on quiz days unless otherwise specified.
2. **Late assignments are not accepted.** This is an Advanced Placement class and is designed to provide the same level of content and instruction that students would face in a freshman-level college survey class.
3. Do your own work. Assignment answers that are substantially the same as those of another student shall not receive any credit. Likewise, assignment answers that are copied directly from the textbook shall not receive any credit. **ANSWER IN YOUR OWN UNIQUE WORDS. DO NOT PLAGIARIZE!**
4. **Note taking shall be required, in the Cornell Note Taking Technique, and collected on the day of the Unit Examination for credit (30 points).**

ATTENDANCE:
1. The school policy regarding absences, tardies, and truancies shall be followed. Please refer to the OPHS Student Handbook for specific details.
2. If a student is absent, it is their responsibility to find out what they have missed. Get a homework buddy to call for information if you are absent! Do not come to class not knowing what you have missed. You should have already made arrangements of how you plan to make up your missing assignments. Do not use an absence as an excuse for not doing your work.
3. Dates of upcoming quizzes and tests, as well as due dates for all assignments shall be published well in advance. This being the case, **all students who are present in class on a test or quiz day shall be expected to take the exam and turn in any assignments that are due REGARDLESS OF ANY ABSENCES PRIOR TO THE DAY OF THE EXAM.**
4. **There are no make-up quizzes.** Any student who misses a quiz shall take the next one for double the points. However, all assignments that accompanied the missed quiz shall be turned in upon returning to class. Any student who misses a unit test shall be required to take a make-up test during the earliest available support time session.

CLASSROOM MANAGEMENT POLICIES:
Students shall be discussing and creating standards and consequences for classroom behavior on the first day of class based upon the instructor’s expectations and Oak Park High School/District standards, as follows:
1. Act in a Safe and Healthy Way (compelling State interest: Health and Safety)
2. Respect Yourself (compelling State interest: Health and Safety)
3. Respect Property (compelling State interest: Property)

BEHAVIOR & PARTICIPATION:
1) Each student shall begin each semester with 90 points (out of 100) for behavior and participation. More points can be earned for positive contributions to the class, or some can be lost for negative conduct. Points shall be taken away for various infractions including, but not limited to, the following:
   a) Being disrespectful to others with electronic devices (cell phones and electronic devices including, but not limited to, chrome books, ipods and other devices shall be used respectfully in class);
   b) Failure to come to class prepared. Being prepared for class means having read the required reading prior to class discussion/lecture and having in your possession the following items:
      i. your APUSH notebook with college ruled paper; your covered textbook; a working pen and/or a sharpened pencil; any assignments that are due; and something to keep you quietly busy during periods when you are caught up or waiting for the rest of us. (homework, book or magazine, etc);
   c) Bringing food, drink, or chewing gum in the classroom without approval;

RECOMMENDED MATERIALS:
1. 3-Ring Binder (1-1/2 Inch) [place this syllabus packet in the front of your binder for the entire year for future reference].
2. 5 Tab Dividers: one for each Unit/Period, and College Ruled paper in the back of the binder.
3. Loose-leaf, 3-Hole Punched, College-Ruled, notebook paper for class work/notes.
4. At least: 2 sharpened No. 2 Pencils & 2 Pens (Pilot G-2 dark blue or black ink 0.7 mm or 1.0 mm).
5. Planner-Calendar/Smart Phone (electronic or hard copy) for homework assignments (next Unit Calendars shall be provided on each exam day).

The teacher will not solve problems for students because it robs students of an opportunity to learn. Each student is responsible for caring for their text books, both in the classroom and at home. Lost or damaged materials must be replaced or paid for by the student. Each student is required to bring the appropriate materials to class each day. If the student’s printer is broken, please e-mail the assignment to the teacher at the above e-mail address. Students who are prepared will be more successful in the class.

SUPPORT TIME:
Extra help:
Please come in during the social science support period (7th period) for extra assistance. This is the time that should be used for extra help, make-up work, or missed examinations. Take the time to check for conflicts with other classes. I suggest making an office appointment.
Support Schedule: 7th Period - Monday – Friday, unless noted due to unforeseen or special circumstances.
MISCELLANEOUS INFORMATION:

Quality is essential:

- It is, therefore, imperative that your essays and short answers are written in complete, specific, intelligent, cogent, and succinct sentences (clearly understood, and thorough in content).

Essays “Timed Writes” — The largest timed section of the Advanced Placement examination are the essays. Therefore, considerable time shall be spent learning and practicing how to write effectively. Specific essay guidelines and expectations shall be handed out at a later date. Those essay guidelines must be carefully followed. It is anticipated that all essays shall be in class “timed writes.” These essays shall be similar to the type given on the A.P. U.S. History exam and shall be graded using similar criteria.

Major Projects – One or more group projects may be assigned each semester. These may consist of a formal debate, a student-led lecture or review activity, a counterfactual activity, historical simulations, etc. Projects shall require a significant amount of research and preparation outside of class. Rubrics and detailed instructions shall be forthcoming. One such project second semester may be the ADP Project (after AP Test) Students shall work in groups to create a document-based question, essay, poster board, and related materials. This project shall require significant research and teamwork outside of class. Groups shall choose potential American Decades Project (ADP) topics from an approved list. No groups shall be allowed to cover the same topics. Rubrics and detailed instructions shall be forthcoming during the second semester.

SURPRISE QUIZZES – There shall be surprise quizzes on the United States Presidents at random intervals of my choosing. The sooner you begin to know them, their party, years elected and years in office, the better you will score. We will learn them in order, with quizzes in intervals of 5 U.S. Presidents at a time. The last quiz will be cumulative, with the understanding that you know all the Presidents. Please check website for a study guide.

UNIT CALENDAR – Please refer to separate Unit Calendar handouts for specific details.

First Semester Unit Outline

Period 1: 1491-1607
Ch. 1: New World Beginnings (33,000 B.C.E.-1769 C.E.)
Ch. 2: The Planting English America (1500-1733)
Ch. 3: Settling the Northern Colonies (1619-1700)

Period 2: 1607-1754
Ch. 4: American Life in the Seventeenth Century (1607-1692)
Ch. 5: Colonial Society on the Eve of Revolution (1700-1775)
Ch. 6: The Duel for North America (1608-1763)
Ch. 7: The Road to Revolution (1763-1775)

Period 3: 1754-1800
Ch. 8: America Secedes from the Empire (1775-1783)
Ch. 9: The Confederation and the Constitution (1776-1790)
Ch. 10: Launching the New Ship of State (1789-1800)
Ch. 11: The Triumphs and Travails of the Jeffersonian Republic (1800-1812)
Period 4: 1800-1848
Ch. 12: The Second War for Independence and the Upsurge of Nationalism (1812-1824)
Ch. 13: The Rise of a Mass Democracy (1824-1840)
Ch. 14: Forging the National Economy (1790-1860)
Ch. 15: The Ferment of Reform and Culture (1790-1860)
Ch. 16: The South and the Slavery Controversy (1793-1860)
Ch. 17: Manifest Destiny and Its Legacy (1841-1848)

Period 5: 1844-1877
Ch. 18: Renewing the Sectional Struggle (1848-1854)
Ch. 19: Drifting Toward Disunion (1854-1861)
Ch. 20: Girding for War: The North and the South (1861-1865)
Ch. 21: The Furnace of Civil War (1861-1865)
Ch. 22: The Ordeal of Reconstruction (1865-1877)

Second Semester Unit Outline

Period 6: 1865-1898
Ch. 23: Political Paralysis in the Gilded Age (1869-1896)
Ch. 24: Industry Comes of Age (1865-1900)
Ch. 25: America Moves to the City (1865-1900)
Ch. 26: The Great West and the Agricultural Revolution (1865-1896)
Ch. 27: Empire and Expansion (1890-1909)

Period 7: 1890-1945
Ch. 28: Progressivism and the Republican Roosevelt (1901-1912)
Ch. 29: Wilsonian Progressivism in Peace and War (1913-1920)
Ch. 30: American Life in the “Roaring Twenties” (1920-1929)
Ch. 31: The Politics of Boom and Bust (1920-1932)
Ch. 32: The Great Depression and the New Deal (1933-1939)
Ch. 33: Franklin D. Roosevelt and the Shadow of War (1933-1941)
Ch. 34: American in World War II (1941-1945)

Period 8: 1945-1980
Ch. 35: The Cold War Begins (1945-1952)
Ch. 36: American Zenith (1952-1963)
Ch. 37: The Stormy Sixties 1963-1973)
Ch. 38: Challenges to the Postwar Order (1973-1980)

Period 9: 1980-Present
Ch. 39: The Resurgence of Conservatism (1980-1992)
Ch. 40: America Confronts the Post-Cold War Era (1992-2000)
Ch. 41: The American People Face a New Century (2001-2014)
AP Test (May 11, 2018 – check College Board website for details - http://professionals.collegeboard.com/testing/ap/about/dates)
CONTACT INFORMATION

1) If students have problems because of illness or extenuating circumstances, parents or students are encouraged to contact the teacher. The quickest and most efficient way to reach me is by e-mail at vanderson@opusd.org

Sign Off:
Please sign where indicated below so that your son/daughter can return this to me. The syllabus shall be returned to the student following confirmation of receipt. I encourage you to view my webpage regularly by selecting my name in the Staff Pages at https://www.oakparkusd.org/site/Default.aspx?PageType=1&SiteID=162&ChannelID=292&DirectoryType=6 or by entering the following web address: http://www.oakparkusd.org/site/Default.aspx?PageID=1459 so that you may be able to provide guidance to your son/daughter during the year. The junior year is typically demanding for students, and they need all of the help and encouragement that we both can give to them. My preferred method of communication is e-mail at: vanderson@opusd.org

By signing and dating this page, you are acknowledging both your reading and understanding of the Oak Park High School Student Handbook at https://www.oakparkusd.org/site/Default.aspx?PageType=1&SiteID=162&ChannelID=248&DirectoryType=6, as well as accepting the terms and conditions contained within this course syllabus.

I also recognize and understand that any form of cheating (plagiarism, copying or stealing other student’s work) shall be cause for dismissal from class and failure in the course.

___________________________________  ________________________
Student Name (printed)                      Student Signature

___________________________________  ________________________
Parent Name (printed)                      Parent Signature

(There is no need to tear off anything. I shall return this entire packet, absent this page, for the students to keep in their notebook in order to use as a reference – it is also available in its entirety on my webpage under the APUSH link).

Sincerely,

Mr. Anderson, M.Ed., J.D.
U.S. History & Mock Trial
History/Social Science Department

Oak Park High School

It is the mark of an educated mind to be able to entertain a thought without accepting it. - Aristotle (384-322 BCE)