**AP United States History**

**2020-21 -Course Syllabus**

I. **Instructor and Course Information**

**George McKendree:** Glenda Dawson High School/ Rm. 1304/ email: mckendreeg@pearlandisd.org

**Tutorials:** Mon - Fri: TBD on calendar **Conference:** 3rd

**Updates Via Text Message:** Text **@mckapush to 81010**  \*\*standards rates apply

**Supply List:** (4) Single Subject Spiral Notebooks

**Course Website:** <http://www.pearlandisd.org/Page/2151>

This course is designed to encourage students to become apprentice historians who are able to use historical facts and evidence in the service of creating deeper conceptual understandings of critical developments in U.S. History. The curriculum framework will focus on three areas:

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| --- | --- | --- |
| Historical Thinking Skills* Chronological Reasoning
* Comparison and Contextualization
* Crafting Historical Arguments from Historical Evidence
* Historical Interpretation and Synthesis
 | Thematic Learning Objectives* 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
 | The Concept Outline* Period (1) 1491-1607
* Period (2) 1607-1754
* Period (3) 1754-1800
* Period (4) 1800-1848
* Period (5) 1844-1877
* Period (6) 1865-1898
* Period (7) 1890-1945
* Period (8) 1945-1980
* Period (9) 1980-present
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The State of Texas Assessments of Academic Readiness (STAAR) for U.S. History will be incorporated throughout the school year.

AP U.S. History is a rigorous, fast paced and challenging course designed to be the equivalent of a college freshman U.S. History survey course. Students should possess strong reading and writing skills and be willing to devote substantial time to study and the completion of class reading assignments. Emphasis is placed on class discussion, the use of primary and secondary sources, critical reading, and analytical writing. This course prepares students to take the College Board Advanced Placement United States History examination and possibly receive college credit.

Any AP class requires hard work and a commitment to intellectual growth. All students are strongly encouraged to dedicate themselves to the goals of AP U.S. History and to take the AP Exam at the end of the school year. I hope that you will be rewarded with a sense of accomplishment and the belief that even a rigorous class can be enjoyable.

II. **Grading**

Nine Weeks and Semester grades will be determined as follows:

* **Tests – 60%**
	+ Multiple choice tests will be given at the end of each unit; they will be **cumulative** (i.e., information from previous units will be on all tests – about 10%) and **inclusive** (i.e., it will include information from the textbook and outside readings – about 10%). There will be a minimum of 4 tests per nine weeks and these will be modeled after the AP Exam. Each unit test will contain Multiple Choice Questions and/or writing samples. **Previously taught material may show up on future test.**
* **Quizzes – 40% Daily Grade**
	+ Reading Quizzes will be given for every chapter. Chapter notes, in a single notebook, may be used on each of the quizzes. ***All notes must be your hand-written notes.***
	+ Other pop-quizzes will be given periodically - either announced or unannounced - in order to evaluate the students’ knowledge of the material on a day-to-day basis.
	+ Writing samples (Essays, short answer questions, or DBQ) may be counted as quiz/test grades and will be modeled after the AP Exam. There will be a minimum of 2 writing samples per nine weeks.
* **Daily / Homework – Part of the Daily Grade**
	+ Read all assigned chapters and outside readings when they are due! Check the nine weeks calendar often to keep up with all reading assignments. Your ability to keep up with the material and readings will help facilitate class discussions and learning.
	+ A variety of oral, written, group and individual assignments will be given (e.g., chapter notes, written assignments, participation in seminars and debates, etc.). Check the calendar often.

III. **Accountability and Independent Learning**

You are responsible for reading and studying the textbook *America’s History* (as well as ALL other readings). **There will be a daily calendar located on my teacher website at the beginning of each nine weeks** (and you will be given a hard copy of the calendar). While some of the textbook will be discussed in detail through our class discussions, seminars, and debates, some of it will be covered through independent learning. You are responsible for ***ALL material assigned***, whether we discussed it in class or not.

VII. **The AP U.S. History Exam**

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| --- | --- | --- | --- | --- |
| **Section** | **Question Type** | **Number of Questions** | **Timing** | **Percentage of Total Exam Score** |
| **I** | **Part A: Multiple Choice Questions****Part B: Short Answer Questions** | **55 Questions****3 Questions** | **55 minutes****50 minutes** | **40%****20%** |
| **II** | **Part A: Document – Based Questions****Part B: Long Essay Question** | **1 Question****1 Question**(chosen from a pair) | **55 minutes****35 minutes** | **25%****15%** |

**The 2020 AP US History exam is scheduled for Friday, May 8th – morning session.** **We will begin an intensive review beginning in mid April – this review is required of all students in the class, regardless of whether you are planning on taking the exam or not.**

VI. **General Information**

**Attendance** The pace of this course is accelerated and missing class might cause problems. If you do have to miss, check your nine weeks calendar for assignments. All assignments should be completed in a timely fashion and according to district policy.

**Calendar** A calendar will be given each nine weeks to help you keep up with assignments.

**Assignments** All the assignments are on my teacher webpage. Check the calendar for due dates. All assignments turned in must be hand written.

**Late Work** Not accepted

**Readings** All outside readings are found on my teacher webpage as PDF files. Keep up with your reading!

**Final Exam** It’s comprehensive and AP style. Each semester exam covers all the material from the beginning of the semester. It is imperative that you don’t just study to pass the unit tests but focus on preparing for the spring AP exam. The Semester Finals will model the AP exam.

**Tardies** You are expected to be in class on time, failure to be in class after the tardy bell has rung will result in you being counted tardy. If you walk into class after the tardy bell, you must report to the tardy station.

**B.Y.O.D.** Signs will be posted in the classroom to indicated usage - Green for “yes” and red for “no”.

**School Rules** All **S**chool rules (including the Honor Code) are enforced in this classroom — see student handbook for complete explanation.

VII. **Taking Notes**

Taking notes is a required independent activity for this course. Notes should be maintained and organized in a separate spiral notebook. Notes for each chapter will be checked on days scheduled according to the day-to-day calendar for each nine weeks grading period. Note-taking strategies for class notes and lectures are varied and each individual student should determine the best way of taking notes for him/herself. Examples of common note-taking strategies:

* **Cornell Notes** are a form of two column notes that transform the note-taking process to note-making. This is accomplished by students summarizing the information noted.
* **Content Frames** are visual representations of information. Frames work well with material that has main topics and similar subtopics where showing the inter-relationship of ideas is important.
* **Magnet Summaries** are a form of two column notes where students write the central concept on one side with key words related to the concept underneath. In the other column, students write a summary sentence about the main concept.
* **Power Notes** are similar to outlining. Students differentiate between main ideas and details. Main ideas are power 1 while details are power 2, 3, 4, etc.
* **Chapter Outlines** focus on the main ideas of the chapter and summarize the information contained in the chapter.

Note-taking strategies/formats are not limited to the examples listed above. These are just a few of the more common methods used for taking notes. Note-taking should be used as a way of processing and categorizing the information you encounter in this class. Note-taking is a highly individualized activity. It’s important that you incorporate the method that is most effective for you.

VIII. **Topics that will be Covered**

1st Nine Weeks- Exploration, Colonization, French and Indian War, Revolution, New Republic, Jeffersonian Republic,

 War of 1812, Supreme Court Cases,

2nd Nine Weeks- Jacksonian Democracy, Reform, Transcendentalism, Manifest Destiny, Sectionalism, Civil War, Reconstruction, Gilded Age

3rd Nine Weeks- Populism, Urbanization, Imperialism, Progressivism, World War I, Roaring Twenties, Boom and Bust, Great Depression, World War II

4th Nine Weeks- Cold War, JFK, Vietnam, 1970’s, Conservatism 1990’s, 2000’s, AP Exam Review, Modern American

 Issues, Preparation for Government and Economics