

**SOUTHEAST RALEIGH MAGNET HIGH SCHOOL
ADVANCED PLACEMENT UNITED STATES HISTORY (APUSH)**

Teacher: Ms. Thrower

WEBSITE: www.laurathrower.com

E-MAIL: lthrower@wcpss.net

At the top of the APUSH page you will see a link to a google calendar with all important test and other due dates. Check this often! It changes often!

Course Description

This course is designed to increase students' understanding of United States history from early Native American civilizations and Columbus' encounter with the "New World" to the present. Successful completion of this course counts towards graduation requirements and helps students prepare for success on the AP US History examination. **Students taking this course are required to take the College Board AP United States History exam.** As is expected, this course is taught at a college level. The major differences between a college and high school course include the amount of reading, the level of critical thinking, and the "in-depth" level of content comprehension. In addition to traditional examinations, students taking this class are expected to read the textbook and the texts; take quizzes and complete writing assignments on the assigned readings; participate actively in class discussions, debates, note taking, simulations, and films, along with other activities; and complete a series of document based questions (DBQs) and short answer essays.

I. Materials

Required:

1. *Textbook*: Alan Brinkley, *American History: A Survey*; McGraw Hill, 12th Edition, 2003 (see Edmodo folder for online free textbook links)
2. *Test Prep Book*: Make sure the prep book you buy is updated for 2015!
3. Howard Zinn, *A People's History of the United States* (New: Harper Perennial, 2005)
4. *Course Website*: (Daily Assignments and Videos) www.laurathrower.com
5. *Remind101 alerts*
6. Online Jocz youtube review videos will save your life!
7. Pen and pencil every day!

II. Expectations for Students

A large degree of self-motivation is necessary to be successful in any AP class – it is very important to budget your time, meet deadlines, not fall behind in the reading, and to read your text and document books aggressively for comprehension, not "answers"!

1. Maintain a **ring binder** for important documents like rubrics, test prep and testing information. Save all returned work!
2. Have a **spiral notebook** or section in your notebook of blank paper for lecture and other note-taking.
3. You are encouraged to contribute to class discussion and **ask questions** when something is not clear. Have opinions! Make arguments! History is interpretative and questioning the facts you learn is encouraged!
4. Please note that **due dates and deadlines will remain firm**, regardless of snow days or scheduled vacations. If we have snow days, you **MUST** check my website for work and keep "plowing" on. Ha!
5. "My computer/internet/printer wasn't working" is NEVER an excuse for late or missing work.
6. If you miss a test, you must **schedule a re-take** to be taken **within 2 days** of your return to school or you will receive a lengthy essay test as its replacement.

HOW WILL CLASS BE STRUCTURED?

1. THE DREADED HANDWRITTEN READING GUIDES:

- Readings from the textbook for homework (approximately 60-100 pages a week).
- **All reading guides due at the start of class on the day they are due unless otherwise noted.**
- **Each day a reading guide is late, you will lose 10 points off that guide. 2 days late, no points.**
- **If your reading guide appears to be plagiarized from another student, neither of you will get credit OR the opportunity to make up that guide.**

2. Readings from ancillary material (outside articles and journals, up to 3 pages a week).

3. Lectures will happen briefly only to expand and clarify readings. DO NOT look to the teacher to teach you all of the historical material. There is not enough time in this compressed class offering for me to do this AND teach you the skills needed to pass the essay portion of the APUSH College Board's exam.

4. Students will practice timed writing activities and essays (short answer, LEQs and DBQ) both in and out of class.

5. Students will read and analyze primary source materials from a variety of digital and print resources.

6. Tests – There will be **14 TIMED Chapter Exams** (multiple choice and some short answer essays). There will be two long essay tests (1 LEQ and 1 DBQ)

7. Homework – while the vast majority of homework will be textbook readings and guided questions, there will other items as assigned: primary source readings, web quests, case studies, seminars, and Podcasts.

8. Final Exam Project – this is a partner project that will be detailed before our first 2 week break.

9. **Mid-Term** will be administered per Wake County Modified Calendar. It will be an APUSH practice exam with APUSH testing format questions. **It will be weighted at less than 10%.**

III. What Will Be Covered in the Course?

This class is to prep for the APUSH exam. YOU are responsible to teach yourself the majority of the material. **Class time is mainly to build skills needed to pass the test.** Remember, while the College Board recommends this course be taught over a full school year, Southeast Raleigh Magnet opts to teach the same material in half a school year, limiting the amount of time the instructor has to teach the material.

Although material is covered for the most part chronologically (from pre-Columbian through George W. Bush), there are several major themes emphasized within each distinct unit time periods. The following are the major themes covered. (*see Historical Thinking Skills addition to understand expectations*)

Themes	Concept Questions
1. Identity	How has the American national identity changed over time?
2. Work, Exchange, and Technology	How have changes in markets, transportation, and technology affected American society?
3. Peopling	How have changes in migration and population patterns affected American life?
4. Politics and Power	How have various groups sought to change the federal government's role in American political, social, and economic life?
5. America in the World	How has U.S. involvement in global conflicts set the stage for domestic social changes?
6. Environment and Geography	How did the institutions and values between the environment and Americans shape various groups in North America?
7. Ideas, Beliefs, and Cultures	How have changes in moral, philosophical, and cultural values affected U.S. history?

Time Periods/Units Covered (All Periods are 10%-17% except Period 9, which is 4%-6% of Exam)

PERIOD 1: 1491-1607

Demographics of Europe, the Americas, and West Africa; Meso-American culture; transatlantic commerce; comparison of colonies across the Americas (religion, economies, politics, cultures); and foundations of slavery.

PERIOD 2: 1607-1754 European colonization; American Indian resistance; economic and population patterns; formation of race and identity; and tensions with Britain.

PERIOD 3 1754-1800

British colonial policies; enlightenment ideas; war for independence; formation of republic and national identity; work and labor (free and unfree); and regional economic differences.

PERIOD 4 1800-1848

Definition of democratic practices; expansion of the vote; market revolution; territorial and demographic growth; two-party system; Andrew Jackson; and role of the federal government in slavery and the economy.

PERIOD 5: 1844-1877

Tensions over slavery; reform movements; imperialism; women and nonwhites; public education; Mexican War; public education; Civil War; and Reconstruction.

PERIOD 6 1865-1898

Reconstruction; U.S. imperialism, industrialization, immigration, urbanization; women's movement; and working class culture and leisure.

PERIOD 7 1890-1945

Progressive reform; radicalism; World War I and Russian revolution; first red scare; first great migration of African Americans; race riots; culture wars of the 1920s; Hoover and FDR in the capitalist crisis; New Deal; and World War II.

PERIOD 8 1945-1980

Atomic age and the Cold War; suburban development and the affluent society; the other America; Vietnam; social movements of the long 1960s; Great Society programs; economic and political decline in the 1970s; and rise of conservatism.

PERIOD 9: 1980-present

Reagan at home and abroad; growth of poverty; Bush, Sr. and end of Cold War; Clinton and the internet; race relations; NAFTA and other trade agreements; 9/11; Patriot Act; education policies of Bush, Jr. and Obama; and environmental policies.

ESSAY PREPARATION

Significant days in the class will be spent prepping and learning skills needed to pass the 60% of the College Board exam that is written essay. The following are the acronyms and names for the essays we will be practicing:

1. SA (Short Answer): Consists of usually 3 questions that earn credit by providing specific evidence
2. LEQ (Long Essay Question): A prompt in which you will need to craft a thesis, and provide supporting evidence
3. DBQ (Database Question): A prompt in which you will need to craft a thesis, and provide supporting evidence, but also describing and analyzing 6 or more primary source documents are part of your response

FAQ's CONCERNING APUSH CLASS STRUCTURE

All assignments are given in advance to allow students to organize their time. The College Board's AP US History curriculum demands a tight schedule. Every effort will be made to strictly adhere to the syllabus. Every effort will be made to ensure that all assignments and supplemental materials are posted in a timely manner on our class website at www.laurathrower.com or the Team Drive share.

Homework

This course will be very demanding (two-three chapters a week) on students' time, requiring considerable outside preparation. To be successful, you will probably have to do at least 6-10 hours of reading/homework a week. In-class work will be devoted to ensuring your understanding of what you have read in the textbook and other materials, as well as developing the requisite skills you will need to excel on all aspects of the test. The bottom line is simple: **to get the most out of the classroom instruction, you need to keep up with the reading.** It is the student's responsibility to keep up with all homework and reading assignments. Your Reading Guides are NOT counted as homework. They are coded under Reading Guides in Powerschools.

Quizzes and Tests

You will have 9 quizzes over the Terms to Know before the start of each unit. I do not give makeups on quizzes for absences. If you are concerned about these points, please complete additional OPTIONAL assignments. Tests are given on the textbook reading assignments frequently. Why? To keep you honest and make sure you ARE reading the chapters cover to cover! There is too much info to covered by the teacher alone. **You must do your part, and there is no substitute for reading.** These tests are generated from the text and from class lectures/discussions and supplemental activities.

Timing of the APUSH College Board's exam*:

Section I — Part A: Multiple Choice | 55 Questions | 55 minutes | 40% of Exam Score

Questions appear in sets of 2 to 5.

You'll be asked to analyze historical texts, interpretations, and evidence.

Primary and secondary sources, images, graphs, and maps are included.

Section I — Part B: Short Answer | 4 Questions | 50 minutes | 20% of Exam Score

Questions provide opportunities for you to demonstrate what you know best.

Some questions include texts, images, graphs, or maps.

Section II — Part A: Document Based | 1 Question | 55 minutes (includes a 15-minute reading period) | 25% of Exam Score

You'll be asked to:

Analyze and synthesize historical data.

Assess written, quantitative, or visual materials as historical evidence.

Section II — Part B: Long Essay | 1 Question | 35 minutes | 15% of Exam Score

Select one question among two that will ask you to:

Explain and analyze significant issues in U.S. history, or

Develop an argument supported by an analysis of historical evidence

***If you have an IEP that allows for extended time**, you need to check with your counselor to verify you will receive this on all AP exams. It is up to YOU to tell me if you have this modification. Since I have you 4th period, plan on staying after school if you do get time modification.

ASSESSMENT (GRADING) INFORMATION: APUSH

Percentages are approximate estimations of point totals and values. Depending on pacing before mid term breaks, and the semester you take the course, certain assessment may fall

Quizzes: 5%

Homework: 10% (does not include reading guides)

Reading Guides: 20%

Classwork: 20% (includes assignments marked as Think and Do and AP Class Activities)

Tests: 45%** (this includes a mid term which is NOT 10% of your grade)

**there are no individual test remediation opportunities for points back in this class. If you need more points in the class, please complete OPTIONAL assignments. Your in-class tests will always be timed to get you ready for the exam.

Late points will be deducted for daily work and smaller assignments. After 2 days, most of these items will no longer be accepted. No exceptions unless you have a long term absence! Projects and other heavily weighted grades may be accepted with late points deducted and be accepted until the end of the quarter. When in doubt, check Powerschools entries on an individual assignment to see the late work requirement.

1st quarter = 40%, 2nd quarter = 40%, final exam=10% of semester grade

Consider this class a semester long test-prep for the College Board Exam. You'll earn the score based on the effort and willingness to learn you put into this course.

The 2020 APUSH Exam will be held at _____ am on _____.

For schedules on other AP exams, visit:

http://apcentral.collegeboard.com/apc/members/exam/exam_information/228876.html