

(AP) UNITED STATES HISTORY

Course Syllabus -Mr. Liscio

SPRING SEMESTER 2019

Course Description:

The Advanced Placement program in United States History provides students with a college-level experience and preparation for the Advanced Placement Exam. The course prepares students for college by making demands upon the student equivalent to those made by college-survey courses. Using chronological and thematic approaches to historic material, the course exposes students to various sources and to interpretations of various historians. Class participation through discussions, collaborative projects, and unit activities is required to master the depth of material. Special emphasis on extensive reading and writing helps students prepare for the AP United States History Exam scheduled for Friday, May 10, 2019.

Course Overview:

The AP United States History course examines the first inhabitants of the Americas in 1491 to the present history of the United States as an exceptional nation and superpower in the early 21st century. The course exposes students to historical content topics listed in each unit description (see Unit Organization Guide). In addition, the AP course will train students to analyze and interpret primary sources and graphical evidence of historic events, enhance note-taking skills, and improve essay writing while using a variety of resources both in class and online.

Classroom Organization

The AP United States History course uses both AP United States History Standards (the "Content Outline") and Georgia Standards of Excellence (GSE) in United States History in teaching the course. Participation in daily classroom discussions is vital to success in the course. Class time will consist of active student involvement in discussions, note taking, the study of historic primary documents, and various discussions using videos and other media. In addition, class time with students involves completing high-level thinking assignments, project presentations, and assessments (daily reading assessments, multiple-unit tests, evaluation of primary and secondary sources, writing document-based question essays, etc.).

Textbooks, Supplement Texts, & Resources

Course Textbook — (Primary Text)

Newman, John J., and John M. Schmalbach. *United States History: Preparing for the Advanced Placement Examination*. AMSCO School Publications, INC., 2016.

Course Textbook — (Supplement Text)

Henretta, James A., et al. *America's History: For the AP Course*. (9th Edition) New York: Bedford, Freeman, & Worth (2018)

Outside Reading (Historical Reading) —

Selected Topics from the Gilder-Lehrman website.

APUSH Review Material (suggested reading to help with coursework and AP Exam review) —

Resnick, Eugene. *Barron's – AP United States History* (4th Edition) New York: Barron's Educational Series, Inc. (2018) – Use this site to order: <https://www.amazon.com/Barrons-United-States-History-4th/dp/1438011083>

BFW Textbook Website —

<http://www.highschool.bfwpub.com/henretta9e>

USATestPrep Website preparation for the United States History End-of-Course (EOC) & APUSH Exams—

<http://www.usatestprep.com>

Secondary Source Website —

<http://ap.gilderlehrman.org/>

College Board/AP Central Website (AP United States History Course Description Link) —

<http://apcentral.collegeboard.com/apc/public/repository/ap-us-history-course-description.pdf>

End-of-Course (EOC) Assessment

The State of Georgia requires that all United States history students complete a United States History **End-of-Course (EOC)**. This assessment is worth 20% of the final grade in the course and completed at the end of the semester.

Grading

Tests (Multiple Choice Questions)	30%
End-of-Course Exam (EOC)	20%
Writing (DBQ, SAQ & LEQ)	18%
Classwork Assessments	15%
- Group Collaborative Assessments	
- Historic Analysis Assessments	
- Milestone Assessments	
- Practice Writing Assessments	
- Classroom Activities	
Reading Quizzes (Textbook Assessments)	15%
Decade Project	2%

Note: See the next page for specific descriptions for each of the categories listed above.

Assessments

The following list of assessments are what students should expect throughout the course:

- Students test four times throughout the duration of the semester on standards and topics from Units 1-3, Units 4-5, Units 6-7, and Units 8-9. The test is broken into two parts with the first part of the test requiring students to answer **Multiple Choice Question (MCQ)** similar to the types of questions from the APUSH Exam. This part of the test will assess content and historical skills from each unit, and the questions are broken into formative questions and incorporate the new AP Exam format of using “stimulus” items to access historical thinking skills. On assigned days, students receive 55-60 minutes to answer 55 multiple-choice questions. Scores from this assessment closely monitor the student’s AP skill-level. Tests account for **30%** of the overall grade in the course and mimic the same format and conditions that students will experience on the APUSH Exam in May.
- The United States History **End-of-Course (EOC)** Exam is a state-required assessment and completed in two parts on assigned days on May 5-6, 2019. The EOC assesses student knowledge and skills based on the Georgia Standards of Excellence (GSE) in United States History and is worth **20%** of the overall grade in the course. To prepare for this assessment, students will complete USATestPrep assessments as well as Cobb County’s Touchstones assessments.
- Student **Writing Assessments** are divided into three separate sub-categories. **(1)** Students complete one **Document-Based Question (DBQ)** during the semester. Students have 75 minutes to complete the DBQ that counts as two essay grades in this category. The DBQ requires students to complete a 5-7 paragraph essay using historical documents, analytical skills, and outside knowledge of the period to answer a prompt. **(2)** Students complete two **Long Essay Questions (LEQ)** throughout the semester. The Long Essay is a five-paragraph essay based on a topic using content from the current unit (or previous units). Students are required to complete the Long Essay in 45 minutes. **(3)** Students are assessed four times using the **Short Answer Questions (SAQ)** format throughout the semester on standards and topics from Units 1-3, Units 4-5, Units 6-7, and Units 8-9. The SAQ gives students the opportunity to analyze historic data using “stimulus” questions. On assigned test days, students receive 20-25 minutes to complete two short-answer questions using this type of assessment. All three assessments (DBQ, SAQ, and LEQ) represent **18%** of the overall grade in the course.
- Students are assessed using **Reading Assessments** from the Amsco textbook (there are multiple assessments covering all 31 textbook chapters). Reading Assessments are completed at the beginning (or end) of class and measure comprehension of reading content, maps, and terms. Reading Assessments are **15%** of the overall grade in the course.
- Student **Classwork Assessments** divide into five separate sub-categories. **(1)** Students organize themselves into four primary groups and complete **Group Collaborative Assessments** throughout the semester. Assessments consist of chapter-related questions, historical debates, analysis of primary source documents, and the synthesis of SAQ, LEQ, and DBQ practice writing assessments. Active participation is required by all students and includes class discussions, assignments, and collaborative projects. Student presentations are individually graded using a general rubric to measure each student’s individual performance on participation, organization, content, and presentation skills. **(2)** Students will complete assigned **Historic Analysis Assessments** based on topics covered in class, assigned readings, and thematic assessments throughout the semester. As part of this category, students complete a random number of “Secondary Reading” Assessments throughout the semester (students select one reading assignment from a set of “Secondary Readings” from the Gilder-Lehrman website). **(3)** Students complete assigned **Milestone Assessments** throughout the semester that consist of five assigned USATestPrep GSE assessments in preparation for the EOC and nine APUSH assessments in preparation of the APUSH Exam. **(4)** Throughout the semester, students complete a series of **Practice Writing Assessments** in preparation for each of the three Writing Assessments (SAQ, LEQ, and DBQ). Students have the opportunity to write and read other student work to master the format of each of these AP-level Writing Assessments. **(5)** Throughout the semester, students will complete a series of Touchstone assessments which will mimic questions on the EOC. The assessments in these five sub-categories represent **15%** of the overall grade in the course.
- Student groups complete the **Decade Project** that covers historical themes of the 1960s, 1970s, 1980s, and 1990s. The project measures individual student performance (content and presentation skills) on one of the assigned decades from the list. The project covers a variety of social and cultural topics and presented in the last full week of the semester following the EOC. This assessment represents **2%** of the overall grade in the course

Thematic Learning Objectives

The course is structured both chronologically and thematically. The thematic learning objectives describe, at a high level, the knowledge colleges expect students to develop in the AP United States History course. The themes focus on major historical issues and changes, helping students connect the historical content they study to broad developments and processes that have emerged over centuries in what has become the United States. Elements of these themes are included in unit assignments and assessments. Each unit of study addresses the concept questions as related to the period and the thematic learning objectives to better prepare for exam questions.

Themes	Definition
American & National Identity (NAT)	This theme focuses on how and why definitions of American and national identity values have developed, as well as on related topics such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.
Politics & Power (POL)	This theme focuses on how different social and political groups have influenced society and government in the United States, as well as how political beliefs and institutions have changed over time.
Work, Exchange, & Technology (WXT)	This theme focuses on the factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government.
Culture & Society (CUL)	This theme focuses on the roles that ideas, beliefs, social mores, and creative expression have played in shaping the United States, as well as how various identities, cultures, and values have been preserved or changed in different contexts of United States history.
Migration & Settlement (MIG)	This theme focuses on why and how the various people who moved to and within the United States both adapted to and transformed their new social and physical environments.
Geography & Environment (GEO)	This theme focuses on the role of geography and both the natural and human-made environments on social and political developments in what would become the United States.
America & the World (WOR)	This theme focuses on the interactions between nations that affected North American history in the colonial period, and on the influence of the United States on world affairs.

Historic Periods (Units)

The Historic periods (or units), from pre-Columbian contacts in North America to the present, provide a framework for the course.

Period	Date Range	Instructional Time
1	1491—1607	5%
2	1607—1754	10%
3	1754—1800	12%
4	1800—1848	10%
5	1844—1877	13%
6	1865—1898	13%
7	1890—1945	17%
8	1945—1980	15%
9	1980—Present	5%

AP United States History—Exam Structure

The AP United States History Exam redesign is organized based on the following structure:

Section 1	Part A: Multiple Choice (55 minutes, 40% of APUSH Exam)	55 Multiple-Choice Questions
	Part B: Short Response Questions (40 minutes, 20% of APUSH Exam)	3 Short Answer Questions (two SAQs are required; one SAQ allows for option of two choices)
Section 2	Part A: Document Based Question (60 minutes, 25% of APUSH Exam)	1 Document-Based Question
	Part B: Long Essay (40 minutes, 15% of APUSH Exam)	1 Long Essay Question (choice of three essay topics)

Homework & Reading Assignments

Students complete multiple reading assignments throughout the semester. These reading assignments include the school-issued Amsco textbook, PPT notes, and secondary source readings. In addition, students complete other historical readings in preparation for class discussions (including reading and analyzing primary documents). Completing material outside of class is essential for progress in the course since time is limited on the block schedule. Students are responsible for reading the assigned chapters before the class period in which each chapter is discussed (see course calendar and unit schedules for assigned readings and topics of discussion). In an effort for students to stay organized, students should purchase a copy of the Amsco textbook as soon as possible to be familiar with the textbook content. On average, two chapters of reading (and potentially three chapters of reading) are completed per week followed by an assessment.

Student Organization & Supplies

Students are encouraged to maintain an AP United States History notebook to stay organized throughout the semester (notebooks and textbooks are brought to class daily). Students are responsible for purchasing and bringing their own supplies to class. The 2.5-inch notebook should be organized using this suggested format:

- AP United States History **2019 Spring Syllabus** and **2019 Fall Calendar**
- The notebook should be divided into individual units using the **Unit Organization & Resources Guide**
- Notebook paper should be kept for lectures, discussion questions, Long Essays, and DBQs
- Supplies should include blue and/or black pens to be used for writing essays, completing assignments, and completing assessments and No. 2 pencils for completing the multiple-choice portion of the tests
- The Amsco textbook should be brought daily to complete assignments (on various days)

Additional Help

Since the Advanced Placement (AP) experience may place greater demands on students, I will be available for additional help on **Tuesday** and **Thursday** mornings (**7:30a - 8:00a**) and some afternoons by appointment.

Scheduling Make-Up Assessments

If a student knows in advance that they will be out of school, then arrangements need to be made and approved to make up missed Tests, writing assignment, Reading Assessments, etc. If a student is out unexpectedly, then email me or send a Remind message for specific material, but also check the Blog for the daily lesson. If you cannot email me the day of the absence, then see me on the morning of your return before the start of 1st period. Ultimately, it is the student's responsibility to keep up with all missed assignments. Please see "**Classroom Policy for the 2019 Spring Semester**" for details regarding late work.

Classroom Policy for the 2018 Fall Semester

1. The AP United States History course is designed to give students the college experience and the expectation is that students will accept the rigor involved in a college-level course. Expectations include writing essays using historical documents to answer prompts, actively participating in class discussions on a daily basis, creating presentations individually and participating in group collaborative projects on a weekly basis, preparing for reading assessments, reading multiple assignments at one given time, and completing various requirements which differentiate this course from honors-level and on-level courses.
2. All reading assignments are completed outside of class and students must make time to read the assigned reading from the Norton text, the Outside Reading text, Secondary Readings, and other supplemental readings. Students must come to class prepared to discuss reading topics and are encouraged to present individual ideas and/or opinions.
3. I believe that cell phones and electronic devices are a major distraction in the classroom. I discourage them from being used in class and being out on desks (unless directed as part of an assignment). To minimize the distractions, cell phones (and other electronic devices) will be stored in a central location in the classroom.
4. Students must accept the responsibility of working in groups and be prepared to work on creating "Google Docs" and "Google Slides" when assigned Collaborative Presentations. Students collaborative work is always graded individually.

5. LATE WORK POLICY — Assignments turned in after the assigned due date will be penalized and only accepted on a limited basis according to the following rules:

- **ONLY two non-test or writing related assignments is accepted as a "late" assignment.**
- First late assignment is **70%** of the maximum score.
- Second late assignment is **50%** of the maximum score.
- No late assignments are accepted after the second late assignment and permanent grades of zero will apply (keep in mind that most college professors do not accept late work).

6. Do not send random "assignments" to me via email unless directed. This will take care of any miscommunication regarding "Did you get my email. . ." and keep students on the same page as to whether their work has been received and graded accordingly. Group Collaborative Projects are emailed to me directly by a group-appointed individual on assigned days. ALL USATestPrep assignments must be printed and brought to class on assigned days.
7. All outside assessments that are not part of "Collaborative Projects" are completed individually and are collected on the assigned day. Students should not work together on these assessments as they measure individual analysis of material.
8. All DBQs, Short Answer Questions, and Long Essays are hand written in class (so make sure you have paper and pen).
9. Students who are absent on assigned assessment days (tests, Reading quizzes, DBQs, LEQs, etc.) will receive the same type of assessment (but potentially different topics). Students need to reschedule the missed assessment **within three school days** to avoid points deducted from the assessment (assigned make up days are Tuesday or Friday).
10. If you do need to contact me, I check email daily in the evenings (8:30 pm – 10:00 pm) and first thing in the morning (5:30 am – 8:00 am). In addition, I also check email on the weekends and most holidays.
11. Sign up for **Remind text messages** to receive communication. I generally send 1-2 Remind texts to students daily and on weekends in an effort to make sure students are completely up-to-date on assignments and assessments. However, that does not substitute for checking the Blog, course calendar, and or any schedules posted in class. If you have questions about assigned work, please email me to confirm.
12. The Blog should be checked daily for updates (check all Remind text messages since due dates can change).
13. The unit "Reading Guide" consists of terms and topics and will be posted to the Blog (but not graded). Students should use these as a reference to mastering material for each chapter and unit.
14. Follow the guidelines below when completing assignments to be turned in for grading whether in-class essays and/or assessments, or outside-of-class assessments:
 - All work is completed in blue or black ink (no other colors or pencil will be accepted).
 - Only use No. 2 pencils for the multiple-choice portion of the four assigned MCQ tests.
 - Do not write on the back of paper since ink does bleed through the page.
 - Writing should be legible or work is returned ungraded and potentially could receive late points.
 - No rough edges on paper . . . you must tear off and trim loose edges or work will be returned ungraded.