Burke High School
Course Syllabus

Course Title: AP US History
Room Number: 132
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Plan Periods: 2, 7
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1. Course Description
AP U.S. History is a challenging course that is meant to be the equivalent of a freshman college survey course and can earn students’ college credit if they perform satisfactorily on the national exam. It is a two-semester survey of American History from pre-contact to the present. Strong reasoning and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, and interpretation of original documents.

This course is also intended to assist in preparation for the AP U.S. History Test administered in May. Over 250,000 students from across the nation take the test every year. Many universities will issue credits for students scoring a 3, 4 or 5. The test will focus primarily on domestic events from the years 1607 - 1990. This class is structured to meet the recommended guidelines of the College Board. Please refer to their web site for more information.
http://www.collegeboard.com/apcentral

2. Instructional Philosophy
I believe that knowing the history of the United States is important for all people. History is so much more than dates and facts, however. It is digging deeper into historical concepts and ideas, and discovering not just what happened, but why it happened. I want students to achieve a deep understanding of historic events and concepts, so they can better understand the world we live in today. Throughout this course, students will learn how to investigate history on a critical level, and learn how to think and read like historians.

3. AP US History Thematic Learning Objectives (TLO)
The course structure organizes U.S. History into seven overarching themes that capture “big ideas” in American History and encourage students to utilize a range of historical thinking skills. These themes can be traced, allowing us to analyze and better conceptualize our history. The following themes included in the College Board’s fall 2014 will be incorporated into class lessons, assignments, and assessments throughout the course:

- **American and National Identity** – How has America’s national identity changed over time? (NAT)
- **Migration and Settlement** - Why and how have people migrated to, from and within North America? (MIG)
- **Work, Exchange, and Technology** - How have markets, transportation, and technology affected American society from colonial American to present? (WXT)
- **Politics and Power** - How did the creation of political groups and their social, political and economic influence over time, have an impact on the federal government of the United States? (POL)
- **Environment and Geography** - How did the institutions and values between the environment and Americans shape various groups in North America? (GEO)
- **America in the World** - How have North America and the United States influenced the global society and domestic policies? (WOR)
- **Culture and Society** - How have changes in cultural, moral and philosophical values impacted American history? (CUL)

Historical Thinking Skills
Throughout the course, APUSH will equip students to think and explore like historians. While such skills are vital for success in APUSH and other history courses, these skills enhance students’ abilities to analyze information in a wide-range of other settings. The primary historical thinking skills on which will focus in APUSH are:
**Historical Causation**: compare causes and/or effects between short- and long-term effects and analyze and evaluate the interaction of multiple causes and/or effects. Assess historical contingency by distinguishing among coincidence, causation, and correlation, as well as critiquing existing interpretations of cause and effect.

**Patterns of Continuity and Change over Time**: analyze and evaluate historical patterns of continuity and change over time and connect patterns of continuity and change over time to larger historical processes or themes.

**Periodization**: explain ways that historical events and processes can be organized within blocks of time and analyze and evaluate competing models of periodization of US History.

**Comparison**: compare related historical developments and processes across place, time, and/or different societies or within one society, and explain and evaluate multiple and differing perspectives on a given historical phenomenon.

**Contextualization**: explain and evaluate ways in which specific historical phenomena, events, or processes connect to broader regional, national, or global processes occurring at the same time, and explain and evaluate ways in which a phenomenon, event, or process connects to other, similar historical phenomena across time and place.

**Historical Argumentation**: analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence. Construct convincing interpretations through analysis of different, relevant historical evidence and evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments.

**Appropriate Use of Relevant Historical Evidence**: analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context relevant to the evidence considered based on analysis and evaluation of historical evidence, and make supportable inferences and draw appropriate conclusions.

**Interpretation**: analyze diverse historical interpretations and evaluate how historians’ perspectives influence their interpretations, and how models of historical interpretation change over time.

4. **Textbook**
   - Primary text for this course:
   - Additional texts for this course:
     - *A Patriot’s History of the United States*. Larry Schweikart and Michael Allen, Sentinel, 2004 (CR1c)
     - *Lies My History Teacher Told Me*, James Loewen, Touchstone, 2007. (CR1c)
   - Other texts and handouts to accompany daily lessons and to produce homework assignments and document-based questions (DBQs) will also be used throughout the course.

5. **Major Periods of Study**
   **Semester 1:**
   - Period 1: 1491 – 1607
   - Period 2: 1607 - 1754
   - Period 3: 1754 - 1800
   - Period 4: 1800 - 1848
   - Period 5: 1844 – 1877
   **Semester 2:**
   - Period 6: 1865 - 1898
   - Period 7: 1890 - 1945
   - Period 8: 1945 - 1980
   - Period 9: 1980 - Present

Note: In addition to unit tests and district assessments students will be required to complete graded coursework for each unit. All graded coursework will have level 2, level 3, and level 4 components.

6. **Course Expectations**
   - *Create an Interactive Student Notebook and keep up with it daily*
   - *Read in and out of class. You will be expected to keep up with class reading assignments.*
   - *Be an active participant in group activities and class discussions*
Study Techniques: The reading load, especially in the first 7-10 weeks is considerable. While each student is expected to read all text materials, outlining discussion questions and supplemental readings may be shared with your group. You are responsible for understanding all of the material for testing. The amount of time required for homework for this class will vary with your reading speed. Assignments vary in length. Time management is an essential skill for this class, and you must take the responsibility for budgeting your time. As you become accustomed to the course format and texts, things will fall into place and become easier. It is important to not get discouraged.

7. Assessments
• Course grades will be determined by planned assessments such as tests, quizzes, and projects.
• Major tests and/or writing projects are to be expected at the end of each major unit outlined above.
• Students will work on DBQs, LEQs, SAQs and multiple choice questions that mimic the AP US History exam throughout the course of the year, in preparation for the AP exam that will be given on May 8.

8. OPS Secondary Grading Practices
All coursework and assessments are judged based on the level of student learning from “below basic” to “advanced.” This course will provide multiple opportunities to achieve at the “proficient” to “advanced” levels. Students are evaluated based on a proficiency scale or project rubric. Proficiency scales for this course are available upon request (teacher will identify location such as portal, teacher website, attached, etc.) For the standards based grading scale, refer to the Burke High School Student Handbook pages 11 and 12.

9. Redoing/Revising Student Coursework
1. Students are responsible for completing all coursework and assessments as assigned.
2. Students will be allowed re-dos and revisions of coursework as long as they are turned in during that unit of study while a student still has an opportunity to benefit from the learning.
3. Students are expected to complete assessments when given to the class, or, if a student was justifiably absent, an assessment may be taken at a time designated by the teacher.
4. Redoing, retaking, or revising will be done at teacher discretion in consultation with the student and parent(s). Teachers may schedule students before, during, or after school to address needed areas of improvement if not convenient during class. The time and location for redoing, retaking or revising will be done at the teacher’s discretion in consultation with the student and parent(s).
5. Scores for student work after retaking, revising or redoing will not be averaged with the first attempt at coursework, but will replace the original score.

10. Copying/Cheating:
You are cheating when:
• You copy sections of published or unpublished (something someone you know has written) text and get credit for it as your own work. Be very careful if you do homework together with a friend. I encourage you to do reading together and discuss answers together, but when you start writing your homework papers, you must do it on your own. If your words are too similar to someone else’s words, you are cheating.
• You take credit for someone else’s ideas as your own. Be sure to always cite your sources if the ideas aren’t common knowledge.
• You help someone else cheat. There is no difference between someone who copies work and someone who allows another person to copy his/her work. Both people get the same punishment.

There is no such thing as minor cheating. Cheating on a homework assignment is just as bad as cheating on an exam. You will get the same punishment. The penalty for a first cheating offense is a 0 on the assignment and the consequence laid out in the student handbook.