

WORTHINGTON KILBOURNE HIGH SCHOOL

AP United States History Syllabus

Mr. John Jordan
Course #2200

Bookroom Textbooks: *America: Past and Present*

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COURSE OVERVIEW

This course has two broad objectives: (1) to advance the academic, intellectual, and personal development of the students as individuals, and (2) to prepare students to take the Advanced Placement U. S. History Test in May. The first requires that we examine the historical narrative. Our purpose in doing so is to understand the decisions made in our nation’s past that led us to where we are today, and to examine the values which informed those decisions. For students, the outcomes of this effort will be: (1) an increased sense that they can understand “how things work” in the United States, and (2) a well-founded system of values which they are able to articulate with greater clarity and confidence. The second objective requires that specific skills and habits be learned and exhibited by the students. Our purpose in making this happen is to produce better writers who can make an organized and logical argument on paper, supported by judiciously selected historical evidence, given a limited amount of time. For students, the result of this effort will be the enhancement of their performance on the AP United States History Exam. Some of the specific goals that we will pursue in connection with the achievement of these objectives are . . .

- Develop a measurable understanding of the events, concepts, themes and ideas that characterize our nation’s history and heritage.
- Examine the qualities of leadership.
- Develop a competency for historical analysis, including understandings of theory and viewpoint.
- Refine skills in reading for comprehension.
- Learn, refine, and practice the craft of technical writing.

COURSE FEATURES

The intent of the course is to immerse the student in U. S. History. The course includes but is not limited to the following activities:

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| <u>Mastery of the text</u> | Students will be expected to gain a comprehensive understanding of the text. |
| <u>Lecture</u> | Advanced Placement U. S. History is a content course. Its intent is to offer more depth and breadth than regular classes. Lecture will bring into focus the major personalities, events, issues & themes of U. S. History, and will clarify that which is unclear about our past. Students must be active participants; they must reflect on what is said, ask questions, challenge each other and the instructor to be more clear, and debate when appropriate. |
| <u>Supplemental Reading</u> | There will be many assigned readings from texts other than the textbook. The readings have been selected to assist the student in gaining an understanding of the key periods in U. S. History. Some works will be selected from the period being studied; others will be by current authors who write about that period. |
| <u>Written work</u> | Students will complete several short and full-length essays during the course of |

the school year in order to develop their skill at making a logical and articulate argument on paper.

Seminar

Structured discussion, debate and argument will be encouraged during seminars that focus on an assigned question and readings chosen to assist the student in developing a response to that question.

TYPES OF ASSESSMENTS

Tests

The greatest portion of the student's grade in this course will be earned by performance on tests.

Each test may consist of any combination of:

- (1) A take-home multiparagraph essay that will be graded based upon structure, content, and grammar, and which may require the citation of provided documents (a Document-Based Question); *and/or*
- (2) Short essay(s) that must be answered in multiple paragraphs with a clear thesis statement; *plus*
- (3) Multiple choice questions, in which students will be required to select the best possible response.

Students who are absent (excused) on test day will be required to make up the test on the day following their return to school. Tests will be handed back and examples of responses to short essays and short answers will be posted in the classroom after all students have taken a specified test. All students will be required to sign an affirmation of academic integrity (see below) at the top of each test.

Essays

Essays will be assigned in which students will be required to respond to readings from sources other than the textbook. These essays must be fully-developed, multiparagraph essays with a properly-structured thesis paragraph and a logical argument developed through a series of body paragraphs. Selections from the source reading must be incorporated into the response, cited properly, and integrated into complete sentences. In grading these essays, structure, grammar, punctuation, and spelling will be taken into account. Some essays will only be eligible to receive a passing grade if certain requirements are entirely fulfilled. **All essays must include an affirmation of academic integrity (see below) at the top of the essay.**

Textbook

Students will be required to read and take notes on specified chapters from the textbook, *America Past and Present*. Students will be quizzed weekly on the content of these chapters. They may use their notes to assist them in the completion of the quizzes.

Projects

Upon occasion, students will be assigned to make individual or group presentations for the class. These may include content presentations, dramatic presentations, or structured debates / discussions. Full and detailed instructions will be provided.

Other

Additional short homework assignments, in-class tasks, and extra credit assignments may be required or offered as an option during the course of the school year.

GRADING POLICY

The grade for Semester One will be cumulative (not an average of Grading Periods One and Two). The grade for Semester Two will be 85% cumulative and 15% based upon a final exam. Instructors will provide information about incentives related to the final exam.

ATTENDANCE and LATE ASSIGNMENT POLICY

Because this course is a college-level course, regular attendance is an essential factor in promoting student success. In the event of an excused absence, students should get missed information from a fellow student. Assignments that are due on the date of a student's excused absence must be submitted on the date of the student's return to school, unless otherwise arranged with the instructor per the student handbook. In the intervening period, all assignments must be completed on the assigned dates. The due dates of all assignments and tests are printed on the course calendar. Students will receive one single-day "printer pass" per nine weeks which will allow them to submit an assignment one day late without penalty. In all other cases, unless otherwise specified (as in the case of textbook quizzes), each day late will result in a 20% penalty.

ACADEMIC INTEGRITY

The following statement will appear on all tests, and you must include it on all essays. You will be required to sign as your witness to the community and to me that the work which you submit is a true and accurate representation of your knowledge and understanding of U. S. History.

I affirm that this product honestly represents my knowledge and understanding of the concepts presented, and that in its completion I had no access to information or assistance without the explicit authorization of the instructor.

All cases of academic misconduct/dishonesty, including acts of plagiarism, will be handled as prescribed by the *Student/Teacher/Parent Handbook*. Plagiarism is the failure to cite another's work when quoting it directly or paraphrasing it within your own essay.

GENERAL COURSE OUTLINE

- I. Introduction: What is History?
- II. The Colonial Period (1492-1763)
- III. The Revolutionary Period (1763-1783)
- IV. Building a Government: Confederation, Constitution, and Interpretation (1783-1820's)
- V. National Period I: Jefferson, the American System and Sovereignty (1801-1828)
- VI. National Period II: Jackson, Experimentation and Expansion (1828-1848)
- VII. The Period of Sectional Conflict (1848-1865)
- VIII. New Political, Economic, and Social Conflicts (1865-1900's)
- IX. The Period of Industrialization, Urbanization, and Imperialism (1865-1910's)
- X. The Rise and Fall of Progressivism (1890's-1933)
- XI. The Era of Franklin D. Roosevelt (1933-1945)
- XII. American Supremacy and the Communist Challenge (1945-1975)
- XIII. Recreating the United States (1945-1974)
- XIV. The United States in Transition (1974-present)

Academic Integrity Statement: *In this class you will neither give nor receive unauthorized aid in class work, quizzes, examinations, preparation of reports or projects, or in any other work that I use to evaluate you without specific permission for collaboration or without proper citation.*

Worthington Kilbourne Code of Conduct Honor Statement: *"As a student of integrity at WKHS, I have neither given nor received unauthorized aid on this assignment."*

Student's signature _____

Parent's signature _____