



ADVANCED PLACEMENT UNITED STATES HISTORY 2007-08

MR. WEBB

OVERVIEW

Welcome to the world of Advanced Placement. I am pleased that you have chosen to accept the challenge of this course. The Advanced Placement program in United States History is designed to provide you with the analytic skills and factual knowledge to deal critically with the problems and materials in United States History. The program prepares you for intermediate and advanced college courses by making demands on you equivalent to those made by a full year introductory college course. You will learn to assess historical materials - their relevance to a given interpretive problem, their reliability, and their importance, and to weigh the evidence and interpretations presented in historical scholarship. You need to know and accept at the outset that Advanced Placement United States History is not for everyone. Advanced Placement is not just an accelerated high school course, nor is it an "honors" course. Advanced Placement is a college level course taught in high school. You will not succeed in this course unless you spend a minimum of 8-10 hours per week outside the class studying for this course. I have designed the syllabus to reflect this kind of a commitment. You must carefully consider your priorities before making a commitment to this course.

The Advanced Placement United States History course is a chronological survey covering the period from Colonial America (1492) to contemporary America (1985). We are always rushed to complete the course before the Advanced Placement examination. Consequently, several things must be clearly understood at the beginning of this course. Please read the following policies very carefully, as they will govern the Advanced Placement course this year. Students will be required to take the National Advanced Placement Exam in United State History for obtaining college credit.

COURSE GOALS

The student will be able to understand the background of major historical developments such as Colonization (European background and reasons for, countries involved and areas settled, mercantilism, establishment of Southern, Chesapeake, Middle Atlantic and New England colonies with similarities and differences, role of Puritan religion in development of American society, Great Awakening, French and Indian War); Revolutionary War (political and economic causes, background and significance of Declaration of Independence, basic military campaigns, foreign aid, colonial political development and move toward unity, Treaty of Paris); Constitutional Government (strengths and weaknesses of Articles of Confederation, Northwest and Land Ordinances, Constitutional Convention and Constitution ratification, Bill of Rights); Federalist Period (Washington, Adams Administrations, development of political parties, national bank, and foreign policy); Jeffersonian Period (Marshall Court, Louisiana Purchase, problems with England and France); War of 1812 (causes, results), Era of Good Feelings (Development of Common Man and Jacksonian Democracy, Controversies over Tariff, Bank and Internal Improvement, Reform period of 1840's); Manifest Destiny (reasons, Texas, Oregon, Mexican War, Treaty of Guadalupe- Hidalgo); Slavery (pros and cons, fight against expansion, political parties, abolitionists); Industrial Revolution (causes, effects, influence on Sectionalism); Civil War (economic and political causes, campaigns, Confederate government, results); Reconstruction (economic and political); Development of Big Business (Carnegie, Rockefeller, Morgan, immigration, labor unions, Gilded Age, influence in government); Agricultural Revolution (background, problems, Populist Party); Progressive Movement, Breaking from Isolationism (Spanish American War, Philippines, Panama Canal, World War I); Treaty of Versailles, League of Nations, Return to Normalcy, Depression of 1929 (causes, New Deal, results, effects on the world); Rise of Dictatorships, World War II (causes, America's involvement prior to Pearl Harbor, campaigns, results); United Nations Structure and programs, Cold War (containment, Berlin airlift); Korean War, Vietnam War, Civil Rights and Women's Rights movement, Great Society, Watergate, Detente, U.S. Involvement in Middle East and Budget Deficit. The student will develop vocabulary, map and chart reading and preparation, oral reporting, document evaluation, comparative and analytical essay writing, essay and multiple choice test taking skills, note taking, research and documentation, essay writing and critiquing, literary analysis, current event reporting, critical

thinking skills, and document based question writing. The above skills will be utilized in oral reports, homework assignments, book reviews, objective and essay tests, two standardized research papers, and daily class work.

COURSE MATERIALS

The American Pageant, 13th Edition

New York: Houghton Mifflin Co., 2005.

Amsco- United States History, Preparing for the Advanced Placement Examination

Other Materials: 3-ring binder
folder paper
colored markers
two different colored highlighters

STUDENT RESPONSIBILITIES

1. All students must be in their seats and ready to work when the bell rings Students who are not will be given a tardy.
2. No unnecessary talking during lessons and class presentations. If you have something to say, raise your hand and wait to be called upon.
3. Students are expected to be on time. School is the students' job.
5. **BE PREPARED**
4. Students are expected to show respect to each other and Mr. Webb at all times.

Materials

Wide loose leaf binder [at least 2" or larger to be kept at home] --> this will not only be your primary notebook, but you will be creating your own individual "review book" as well and should keep it neat and well-organized, so that you have things at your fingertips.

One small [1"] binder or multi-pocket folder that will be brought to school each day with the materials/homework notes, etc., needed for the current unit being studied. -> include some clear loose leaf and some blank, white computer paper in the back.

3-holed college-lined [narrow-lined] loose leaf.

A yellow-colored highlighter.

17 individual loose leaf tabs/dividers [one for each era & major topic, plus four for: review sheets, timeline, & presidential outlines.

Binders: (17 sections)

14 Era Sections: es, Outlines, Information, Study ides, Returns Exams & Essays	Review Sheet Section	going Timeline with CONNECTIONS	residential Outlines
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A Key To Success

The most important grading factor in this class is consistent effort. The reading load is especially heavy the first 7-10 weeks, in order to cover the maximum amount of material in the time we have allotted. To do this with the least amount of stress, sharing is definitely encouraged. Although, **YOU** are ultimately responsible for understanding all material for testing. The amount of time required for homework for this class will vary with your reading speed. You should expect to do something for this class everyday. I hope that you will enjoy the

year, work hard, and come out of it in May "thinking like a historian", able to tackle the demands and challenges of any college course!!!

Late Policy:

In order to receive credit for all work, it must be submitted when it is due. After that time, you will receive a zero for that assignment. However, I allow for **ONE** late assignment for each semester (up to three days late for the assignment without penalty--the only exceptions being orals/PowerPoint presentations/group projects). Think of this as a Monopoly "get-out-of-jail-free" card, so to speak, and you can use it at any time. Remember, if you use your free pass in the first quarter, that's it for the semester! Exams missed due to absence will be taken within **TWO** school days after you return unless prior arrangements are made. You are strongly encouraged to let me know if you are going to miss class beforehand, if you know, so that we can make a plan together for when work can be made up.

Grading Policy:

My grading system is very simple—the total number of points you receive divided by the total possible points for those assignments. One grade will be a class participation/discussion/presentation grade for 100 points and will be included as an additional grade. Before the end of the marking period, I will ask for your self-evaluation sheet with a list of the criteria for you to evaluate yourself for that participation grade. It will serve as a guide for me before I make a final decision on your score for that grade. Therefore, your final grade for each marking period you will have some input into your final grade. The grade breakdown will be as follows: Exams/Tests- 50%, Homework- 40%, & Participation/Citizenship- 10%.

Participation - Citizenship: CPS- Classroom Participation System

Participation and citizenship are vital to the ways and methods of teaching with in this classroom. We learn by doing and interacting thus it is imperative that we participate with in the classroom activity, debate, discussion...

90-100 POINTS:

- Arrives for class on time, prepared and ready to learn
- Focuses on class agenda & activities.
- Is well prepared and completely ready for the days agenda
- Asks questions when something is not clear
- Helps others if appropriate, in a non-distracting manner

70-89 POINTS

- Arrives up to five minutes late for class, prepared and ready to learn
- Is prepared and ready for the days agenda
- Asks questions when something is not clear, but occasionally interrupts others
- Does not distract others

50-69 POINTS

- Arrives more than five minutes late for class
- May only be partially prepared and somewhat ready for the days agenda
- Some questions asked are distracters or completely off topic
- Sometimes does not appear to be engaged

10-49 POINTS

- Misses more than 15 minutes of class
- Is unprepared and not ready for the days agenda

- Does not ask questions
- Plays games or doodles
- Sleeps

All students will start the Quarter of with 100 points and be grades on the criteria below. Students will be assessed based on the following criteria below.

Review sessions

Review sessions, study sessions, seminars, outside class are for your benefit. Your grade in this course will not be affected because of non-attendance. However, you should know that the material covered at the seminars and reviews could appear on an examination. Specific topic, time and dates will be announced well in advance of the review sessions.

APUSH April

If you have any questions or want assistance in the course please do not hesitate to contact me. I am available for individual help.. I often arrive before school around 7:15 a.m. so you might check at that time. Try to make arrangements ahead of time so that I know that you are coming and I have not made previous plans. You may always email me- awebb@lejardinacademy.com

Class Rules

RESPECT

1. Always give your best effort on all class activities and assignments. They are opportunities to learn, achieve and grow. Take advantage of them.
2. Academic Freedom: All students have a right to their opinions, (however unpopular). How you support your opinions is a key to doing well in this class. Respect for the opinion of others is a class requirement.
3. Remember that your personal honor and integrity are a very precious and important part of who you are as a person. Therefore, I expect that you will do all of your OWN work at all times.
4. Do not be late. Be inside the door when the bell rings, unless you have a legitimate excuse to be tardy. I am very strict on being **ON TIME. BE ON TIME!** (It is better to be on time and ask permission to get a drink or go to your locker afterwards, than to be late)
5. Keep in mind that I want all of you to do well. I am one of your many Academic Coaches and I want you to reach your goals and your full potential as a student and as a person.
6. I encourage you to approach me after class so that I can give you my undivided attention [if I am free] or see me on campus, email me, or drop a note in my mailbox, so that I know we need to talk. Never hesitate to share your respectful feelings with me. Students quickly learn that I will eagerly listen and respond to their concerns when they approach me courteously.

I have read the preceding syllabus and understand that I am responsible for my own learning and that Mr. Webb will help in this process to the best of his ability. I will provide a daily agenda, reading assignments, tests and major due dates, and precise objectives so that you, the student, knows what is expected. It will be your responsibility to be prepared, obey rules and participate in the classroom assignments.

Student Name: _____

Period: _____

Student Signature

Parent Signature

X _____

X _____