

Benicia High School

AP United States History/AP American Studies

Disclosure Document

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### **Advanced Placement**

AP is not necessarily for the gifted; it is for students who are willing to do their best, think critically and do **All** the work. The biggest demand on students will be of their time. **Students should expect to spend six to eight hours a week on outside class reading and analyzing United States history. This is a college level course and in so students will be responsible for all information in the text and assigned reading materials.**

### **Pedagogy**

My goal is to teach students to be critical and analytical thinkers, which in turn, will allow them to be lifelong learners. All students can learn. Hard work, determination and scholarship are the expectations in my class. **This is a college level course and it is not my job to give students information they can ascertain for themselves from the text or other assigned reading materials.** Therefore, as in college courses, students will be tested over material not necessarily covered in class.

### **Consultation**

I am here to support students. Please feel free to come in and speak with me. If it is not an appropriate time, email me or leave a message on my voice mail.

### **Course Description**

Advanced Placement United States History is a chronological survey course covering the period from English Colonial America (c.1607) to contemporary America. The Advanced Placement program in U.S. History is designed to provide students with analytic skills and factual knowledge to deal critically with problems and issues in U.S. History. The course prepares students for university level "survey" classes by demanding the level of maturity, time and effort equivalent to a successful first year collegian. As in college, students will learn the bulk of the factual knowledge through their own reading and review. This allows class time to be spent developing the analytical skills required to understand and interpret key issues and events in U.S. History. Students will learn to assess historical materials and their relevance to given interpretations with historical scholarship (this includes watching and analyzing rated R film clips and films). Students will also be prepared to take the AP U.S. History exam

offered by the College Board and earn college credit or placement at a college or university.

### **Course Objectives**

- Students will master fundamental and advanced knowledge of U.S. political, social, economic, and intellectual history.
- Students will be introduced to the historical processing skills of analysis, synthesis, evaluation, and critical reading necessary for the mastery of the content of U.S. History
- Students will interpret and apply data from primary source documents
- Students will learn to work effectively with others to complete projects and solve problems
- Students will prepare for and pass the Advanced Placement Exam

### **Course Readings**

Faragher, Buhle, Czitrom and Armitage: *Out of Many*

Howard Zinn: *A People's History of the United States 1492-Present*

United States History Documents App

### **Course Materials and Requirements**

- 10 hours a week outside of class reading, writing, and studying for this course (*If students do not dedicate this much time each week, they should expect to fail this class and the AP exam*)
- APUSH Binder, which includes the following sections: Lecture notes, Reading Outlines, Class Activities/Handouts, Sources and Test Prep/Review.
- Zinn, Howard. *A People's History of the United States 1492-Present*. Harper Perennial. New York, 1991.
- Come to class prepared: meaning students have read and studied all assigned materials and have required learning utensils, including AP binder.
- APUSH flashcards, either Kaplan or The Princeton Review

### **Grades**

Students are expected to have all assignments completed at the beginning of each class. Any incomplete work will receive a zero for said assignment. No late assignments will be accepted. Students are expected to have the CTS completed in the allotted time period. Tests will be given at the end of every unit which any be based on individual chapters. They are designed to emulate the AP U.S. History exam that students are expected to take in May. They will account for at least 40% of the grade. Class

Participation is essential to the success of this course and will count for at least 15% of the grade. Other grade categories will be implemented as the year progresses.  
A=95-100, A-=94-90, B+=89-88, B=87-84, B-=80-83, and so on, F= 59 and below

### **Late Assignments**

Late assignments will not be accepted. ALL assignments are due at the beginning of class. If a student is absent, he/she should have a parent or friend deliver the assignment to me on the day it is due. It is the student's responsibility to find out from their peers what they missed or what I checked on the day of their absence. Then turn it into me before or after school only, on the day they return.

### **Cheating**

Cheating is rampant in U.S. high schools. Honesty and integrity are expected in this class and school. Cheating includes, but is not limited to; copying homework, use of unauthorized test and quiz materials, allowing others to copy one's work, turning work that was not done by the student and any form of plagiarism. Students involved in any form of cheating will receive a "0" for the **entire unit**, not just that particular assignment. (The school cheating policy may also be implemented.)

### **Advanced Placement Exam**

All students enrolled in AP United States History are expected to take the AP United States History examination in May of this academic school year.

### **Schedule**

I have broken the course into eight units. At the beginning of each unit students will receive a list of expected readings and the test date for that unit. Additions/changes may be made if needed.

### **The following are the expected readings for Unit 1, Colonial America 1607-1750**

- 1) Out of Many: Chapter 1- Chapter 6
- 2) Zinn: Chapter 1- Chapter 5
- 3) Documents: Mayflower Compact, Maryland Act of Toleration, Iroquois Federation Constitution, Bacon's Declaration in the name of the People and Governor William Berkeley on Bacon's Rebellion (students will be given access to copies of the documents)
  - a) Colonial America Unit Test: c. 9/13/17

**\*\*Please fill out the signature page and return it to class by Friday 8/25\*\***

# APUSH Signature and Information Sheet

*I have read the course description and understand the expectations for this class.*

Student Name (please print):

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Student Signature:

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Phone: \_\_\_\_\_ Cell: \_\_\_\_\_

E-mail: \_\_\_\_\_

Student ID #: \_\_\_\_\_

Parent(s) Name(s) (please print):

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Parent Signature:

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Phone: \_\_\_\_\_ Cell: \_\_\_\_\_

E-mail: \_\_\_\_\_