

NOUVEL HIGH SCHOOL

AP United States History COURSE SYLLABUS

COURSE DESCRIPTION:	<p>The AP U.S . History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U .S . history. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship.</p> <p>The AP course focuses on the development of content organized around 7 themes:</p> <ul style="list-style-type: none">- American National Identity-Politics and Power-Work, Exchange and Technology-Culture and Society-Migration and Settlement-Geography and Environment-America in the World <p>The course is divided into 9 periods:</p> <ul style="list-style-type: none">- 1491-1607-1607-1754-1754-1800-1800-1848-1844-1877-1865-1914-1890-1945-1945-1989-1980-present <p>The following historical thinking skills will be developed:</p> <ul style="list-style-type: none">-Historical Causation-Patterns of Continuity and Change Over Time-Periodization-Comparison-Contextualization-Historical Argumentation-Appropriate Use of Relevant Historical Evidence-Interpretation-Synthesis <p>Both semesters discuss the different cultural contributions to our history. This is an intense study in American history and European History events. Each student will be preparing for the Advanced Placement Exam to earn college credit.</p>
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<p>MAJOR COURSE GOALS:</p>	<ul style="list-style-type: none"> • Covers the 500-year scope of U.S. history—from North America’s pre-Columbian beginnings to the present • Integrates a number of important themes that recur throughout American history • Includes analysis of primary-source documents • Helps students develop analytic ways of thinking, such as recognizing cause and effect, drawing inferences, dealing with conflicting viewpoints, and tracing the evolution of themes throughout history • Requires that students write often and insightfully • Equips students to weigh different interpretations of history and introduces them to historical criticism • Integrates social, cultural, political, diplomatic, economic, and intellectual history into the narrative of the American experience • Requires students to form and express thoughtful opinions that they share with others
<p>COURSE ASSESSMENT PLAN:</p>	<p>Students will be assessed by the following:</p> <ul style="list-style-type: none"> -Close reading of documents and other outside sources. -Participation in daily lecture and in class discussion -Homework assignments: reading questions, DBQ essays, LEQ essays, research, intensive reading assignments and possibly videos to be viewed to prepare for class discussion -Test and quizzes <p>Students will be assessed with Common Core Standards in Reading and Writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Common Core Reading Standard 3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. <input type="checkbox"/> Common Core Reading Standard 9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. <input type="checkbox"/> Common Core Writing Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<p>SUPPLIES AND MATERIALS NEEDED:</p>	<p>Houghton Mifflin Company The American Pageant textbook (students are responsible for their textbook. Loss or damage will result in fines)</p> <p>Documenting United States History – Stacy/Heller</p> <p>Notebook or binder and writing utensils and packs of notecards</p>

EXTRA HELP:	Students are encouraged to seek extra help. I am available before school at 6:45 a.m.; I am also available after school until 3:20 p.m.. Students may make prior arrangements with me if more time is needed before or after school.
INSTRUCTIONAL PHILOSOPHY:	Students will be able to come into the class and begin with a question of the day or warm up activity. These warm ups will consist of doing evaluations on what each student already knows about the topic that will be discussed for the day, reviewing charts or diagrams, reading primary sources, viewing a political cartoon, or picture and writing down their thoughts and ideas. A variety of methods will be used to explore the material in this course including lecture, class discussions, in class writing activities, and small group discussions. Students will have a brief period at the end of each class to review the information from the day's lesson and ask questions.
MAJOR COURSE PROJECTS AND INSTRUCTIONAL ACTIVITIES:	Selected reading from the textbook, Houghton Mifflin Company The American Pageant and other sources such as; Documents from America's History Document reader Volume Two by Kevin J. Fernlund, and documents from Prentice Hall American History Customized Document Reader, Gilder Lehrman documents. Students are assessed on these readings with guided reading questions, related terms and people, tests and quizzes (quizzes may or may not be announced, students will be given at least three days notice before a test), and participation
CLASSROOM EXPECTATIONS:	<p>Students are expected to be on time and in their seat when the bell rings.</p> <p>Students must be prepared for class</p> <p>Assignments are to be turned in on the due date, and must be legible.</p> <p>Be respectful of others, yourself, school property, and rules</p> <p>Be honest with your teacher and do not violate the academic code of conduct. Plagiarism and dishonesty on work is unacceptable.</p>
HOMEWORK POLICY AND GRADING SCALE:	Students will receive homework on a regular basis. Assignments will be put into skyward in a timely manner. Questions regarding grades may discussed before or after school. Students final

	<p>semester grades are composed of the following:</p> <ul style="list-style-type: none"> -Participation – which is integral to the class and requires that students have done the assigned reading -DBQ and LEQ essays -Multiple Choice and Short Answer Questions <p>All Assignments are framed in the format of the AP exam.</p> <p>1st card marking grade 40%</p> <p>2nd card marking grade 40%</p> <p>Final exam grade 20%P</p> <p>Please see the student handbook for the Nouvel Catholic Central grading scale.</p>
CONTACT INFORMATION:	
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