



AP UNITED STATES HISTORY, Grade 11

INSTRUCTOR: Mr. Heskett

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2018-2019 SCHOOL YEAR

Conference Period: 2st/8th

COURSE SYLLABUS

AP U.S. History is a challenging course that is meant to be the equivalent of a freshman college course and can earn students college credit. It is a two-semester survey of American history from the age of exploration and discovery to the present which includes political institutions, social and cultural developments, diplomacy, and economic trends in U.S. history. Solid reading 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, interpretation of original documents, and historiography.

Course Objectives — Students will:

- master a broad body of historical knowledge
- demonstrate an understanding of historical chronology
- use historical data to support an argument or position
- interpret and apply data from original documents, including cartoons, graphs, maps, letters, etc.
- effectively use analytical skills of evaluation, cause and effect, compare and contrast
- work effectively with others to produce products and solve problems
- prepare for and successfully pass the Advanced Placement Exam

One of the principal objectives is to sharpen students' thinking skills. Students must be able to analyze evidence and interpretations presented in historical scholarship. Reading assignments and lectures by themselves do not insure improvement of critical thinking skills. Many students read and listen passively, simply absorbing information. They do not reliably challenge the thinking of the writers they are reading - or of the teachers they are listening to. Nor do they reliably use the material they read to challenge their own ideas. During the course of this class we will focus a great deal of attention on learning how to analyze and interpret a wide variety of primary sources, reflect carefully on all the different resources used in our study, in order to sharpen thinking skills and analytical processes.

Major Themes of the Course

Themes included in this course include the following areas:

American and National Identity

Culture and Society

Course Materials, Texts and Readings:

Issued- America's History –Henretta, Hinderaker, Edwards, Self. Revised 8th Edition. 2014. Bedford St. Martin's

This is a digital book. You will be expected to download it to your laptop or personal device.

Supplements provided by teacher-

In addition, the course includes analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials. Additional supplemental readings are listed for each unit.

Class Format: Class will be a combination of lecture, group work, coverage of discussion questions, and answering student questions. Periodically, student essays, reports, or presentations will be required. All essays will be scored according to the AP rubric.

Tests: Tests will be a combination of multiple choice and short answer questions. It is the student's responsibility to approach the teacher regarding a missed test. Test make-ups will only occur after school. Students will be allowed to retake tests (not quizzes) before or after school only within one (1) week of the original test being given back. To be eligible to retake the test, the student must correct the original test, including page numbers of where the information is in the text and justification for why the answer is correct. Essays and projects are not eligible for retakes.

District Policy regarding Test Retakes-Minimum Requirements:

- Teachers will provide students the opportunity to be successful. In the event students fail to exhibit proficiency on the major assessment or tests, they will be encouraged to participate in the re-teaching/retesting process designed and determined by the teacher.
- Students will be allowed to demonstrate proficiency of learning objectives by means of a retest for a maximum of 70% of the original score possible.
- Students will have to make arrangements with the teacher to retake or redo a major test/assessment. Retakes will be done before or after school within one (1) week of the test being graded. All retakes must be completed prior to the end of each six week grading period.
- Students are encouraged to attend tutorials prior to retakes.
- Mid term or final exams are not to be included in the retake/retest process.

Essays: Training students to handle the free-response section of the AP Exam in May provides the focus for the writing component of the course. Students are required, early in the year; to begin writing both Document Based Questions (DBQ) and other focused analytical and interpretive essays. Much attention is given to this process. Entire periods are devoted to the teaching, writing, and return of graded essays. This attention is vital considering the writing portion of the AP exam is 60% of the total score.

Grading: The grading scale is as follows: A=90%; B=80%; C=70%

Daily grades (40%): All class work, outside readings, practice writings, and cooperative group assignments, as well as quizzes.

Unit Tests/Formal Essays/Research projects (60%)

Final Exam (20% of overall grade to be figured in at end of semester)

UIL Eligibility requires that students in AP classes maintain a 60% or higher.

Tutoring: 2:40-3:00

Students are also welcome to email me with questions as needed. I will do my best to respond in a timely matter.

Attendance: Academic success begins in the classroom. Class time cannot be duplicated at home with worksheets. It is imperative that students be present every day. Students who are absent miss valuable instruction and have a difficult time keeping up with the assignments.

School related absences are excused, and students are counted present in class. Students **MUST** notify teachers in advance of an absence.

***Excessive tardies may result in an alternative placement.** Five tardies or more within a 6-month period may result in truancy charges being filed with the juvenile courts. (TEC 25.095)

Assignment Make-up/Late Work Policy:

Students must realize the importance of meeting due dates. They should develop the habit of using the calendar to organize their time and assignments so that work is completed on time.

If a student returns to school with an excused absence, it is the student's responsibility to find out what work was missed and complete the work in a timely fashion. For instance: two days of class absences means two extra days to complete the work. Work will not be accepted otherwise.

- * Teacher designates due date and time for assignment (Beginning of class period, End of class period, designated time of day)
- * If student fails to meet the due date and time, then the student has till the next class period (next A day or B day) to turn in assignment to be considered one day late.
- * Students will be assessed a penalty of 30% points for up to one class period late.
- * Score of a zero may be given for work turned in after one day late.

Make-Up Work (because of absence for any class missed)

- * The teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.
- * A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. When absent, the student is afforded the number of days missed plus one additional day to turn in makeup work. [A/B Block Example: A student misses Monday and Tuesday of the week and he/she returns on Wednesday of that same week. Student work from Monday's absence is considered late after Friday, and student work from Tuesday's absence is considered late after the following Monday.]
- * A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.
- * A student is encouraged to speak with his/her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence.
- * A student will be permitted to make up tests and turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with time lines approved by the principal and previously communicated to students.

* See UIL Eligibility ("No Pass/No Play") guidelines for additional information related to grades and UIL Eligibility.

Cheating/Plagiarism Policy: Consequences for academic dishonesty

Daily Work

* Every Offense

- o Academic and Disciplinary Consequences
- o Assign grade of zero
- o Write a referral
- o Teacher contacts parents
- o Consequence from administrator would be a minimum of AC placement

Exams or Other Major Assessments

* Every Offense

- o Academic and Disciplinary Consequences
- o Assign grade of zero
- o Write a referral
- o Teacher contacts parents
- o Consequence from administrator would be a minimum of AC placement
- o An alternative exam or major assessment can be completed for a maximum grade of 70%
- o Academic Associate is notified and will schedule a meeting with student, parent and teacher

Test Retakes:* Students who fail a major test/assessment (below 70%) will be allowed to retake or correct up to a 70% grade. This does not include semester examinations.

* Students are expected to make arrangements with the teacher to retake or correct a major test/assessment.

* Students are encouraged to participate in tutoring opportunities before retaking a test.

* Each teacher will communicate routine requirements for retakes and corrections in his/her course syllabus.

* All retakes or corrections must be completed prior to the end of each six week grading period unless the student is afforded time, after the six week grading period, as a result of the district's absent/make-up guidelines.

Lecture Notes/PowerPoints: Most lecture notes and PowerPoints are available on my Google Classroom after they have been discussed in class. Students are encouraged to use these when reviewing their notes.

The Key to Success: The most important grading factor in this class is consistent effort and improvement. Do not be discouraged if your grades seem low in the first six weeks. If you knew the material already, you wouldn't need the course. Effort and improvement are weighed heavily in grading. What you will learn in terms of writing, thinking, and study skills will be worth the effort!

Specific Class Rules and Information: ***Students are expected to abide by school rules. In addition, the following classroom rules will apply at all times.***

*BE PUNCTUAL - Be in your seat when the bell rings.

*BE PREPARED - Bring pens, pencils, binder and assignments to class.

*BE COURTEOUS - Treat classmates and teachers respectfully.

*BE ACTIVE - Listen attentively and participate in class activities. Do not waste time.

*BE DEDICATED - Try your best on all assignments.

SEMESTER EXAMS

Each semester, specific exam schedules are designated for MISD high school and dual credit courses. These schedules must be followed. Neither mid-term nor final exams are given early. If a student is absent on the day of an exam he/she will take the exam at a date/time designated by the school.

Google Classroom: I maintain a Google Classroom course that contains our class calendar, assignments, and other useful information. If you are absent, it is your responsibility to check the calendar and course to see what you have missed, and also see me in class to obtain assignments and instructions. The course code is **TBA**

Welcome to APUSH!

Supplies:

Required:

Box of Kleenex (to be turned in)

#2 pencils

Blue or black pens

highlighters

2-3 inch binder

dividers

College Rule Paper

Optional:

White-out (if you use it)

Map pencils/markers

/COMMENTS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Aug 13 Teacher Workday	14 Teacher Workday	15 First Day of School "Introductions"	16	17 Period 1-"149
	20	21 p.1-Post-Euro contact	22	23 p.1- Conflict/Columbi an Exchange	24
	27 p.1-Review- mini-essay	28	29 P.1 Test	30	31 P,2-Serven Ye War
	3 Holiday	4	7 P.2-Road to Revolution	8	9 P.2-Revolution Aftermath
	10	11 P.2-PBL Revolution	12	13	14
	17	18 DOI/Constitutio n/Bill of Rights	19	20 Con't	21
	24Con't	25 Essay 1	26	27 Peer review	28