

Villa Victoria Academy

Honors United States History I Course Syllabus 2014-2015

Introduction:

Welcome to what I hope will be a challenging and stimulating course. This course is designed to provide a college-level experience and preparation for the Advanced Placement (AP) Examination in May of the second academic year. Be warned, this class is not for the faint of heart – you can expect *a lot* of reading and *a lot* of writing. Be encouraged, you can do it! Even if you do not like history, you will gain a deep and abiding sense of yourself as an individual created by God to learn. The skills you develop will positively affect your other academic and career aspirations. Throughout this course, we will delve deeply into cultural, social, intellectual, political, economic, and diplomatic developments in United States history that have played a fundamental role in shaping the global environment in which you live.

Please contact me at any time with any questions or concerns:

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Course Description:

The study of United States history from pre-Columbian period to Reconstruction will introduce you to the nation's political, economic, socio-cultural, diplomatic, and intellectual history from 1492 to 1877. The goal of the course is to understand the forces, correlations, and discourses at work in the periods that we study and gain context for understanding the development of contemporary institutions, the role of continuity and change in present day society and politics, the interactions and effects of systems of economy, and past and current forms of artistic expression and intellectual discourse. You will be expected to analyze, synthesize, and evaluate both primary and secondary sources, as well as comprehend, memorize, and apply relevant historical facts. The course is structured chronologically but consistently employs thematic learning objectives to focus historical inquiry. The chronological structure divides the entire two-year course into nine (9) units, logically referred to as periods; each period of time includes three (3) key concepts which employs multiple thematic learning objectives. The narrative structure is supported by the textbook, selected primary and secondary sources, and limited audiovisual sources. Topics for the first year will include pre-Columbian cultures, the Columbian exchange, colonial America, revolutionary ideology, constitutional development, Jeffersonian and Jacksonian democracy, nineteenth-century reform movements, Manifest Destiny and westward expansion, the Civil War, and Reconstruction. Specifically, this course will cover Periods (Units) 1 through 5 or 1492 to 1877.

Themes:

In addition to the topics listed above, the course will emphasize a series of key themes throughout the year. These themes have been determined by the College Board as essential to a comprehensive study of the discipline of history. **They will be woven throughout each unit of study and students will be prepared to recognize, identify, and analyze the following themes as they relate to the topics of study:**

1.Identity (ID)**2.Work, Exchange, and Technology (WXT)****3.Peopling (PEO)****4.Politics and Power (POL)****5.America in the World (WOR)****6.Environment and Geography (ENV)****7.Ideas, Beliefs, and Culture (CUL)****Historical Thinking Skills:**

While emphasis is placed on mastery of a significant body of factual information, the interpretation of various documents, and writing critical essays in order to synthesize that information are also essential to successful academic achievement in AP history classes. To accomplish this task, students will work on **nine specific historical skills** as they study each unit. These skills will include:

1. Understanding of **historical causation**
2. Identification of **patterns of continuity and change over time**
3. Recognition of the importance of historical **periodization**
4. Ability to **compare and contrast** historical developments and personalities
5. Ability of **contextualization** in terms of historical events and processes into logical contexts
6. Practice of **historical argumentation**
7. **Appropriate use of relevant historical evidence** in making these evaluations
8. **Historical interpretations** from different fields of inquiry or disciplines
9. **Synthesis** of historical interpretations from different fields of inquiry or disciplines

Texts:

Primary Textbook:

Kennedy, D. M., and Cohen, L. (2013). *American Pageant* (15th Ed.). Stamford, CT: Cengage Learning.

Primary and Secondary Sources:

Garraty, J. *Historical Viewpoints: Vol. 1: To 1877* (9th Ed.). Upper Saddle River, NJ: Pearson.

Garraty, J. *Historical Viewpoints: Notable Articles from American Heritage* (9th Ed.). Upper Saddle River, NJ: Pearson.

Heffner, R. D. (2009). *A Documentary History of the United States* (8th Ed.). New York, NY: Signet.

Selected Excerpts, Speeches, Political Cartoons, Photographs, Graphs, etc. -
See Course Curriculum

Optional: Any AP United States History Exam review book:

Note: Due to the changes in the APUSH exam, most of these review books have not yet been released and may not be available until December. However, they can be pre-ordered from Amazon.

Grade Book Categories:

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|----------------------------------------------------------------|-----|
| Tests, Papers, Historiographies, and Socratic Seminars/Debates | 50% |
| Quizzes, IDs, and SAQs | 30% |
| Homework | 20% |

Grading Scale:

This course will be graded on the following major components:

Tests, Papers, Historiographies, and Socratic Seminars – 50%

Multiple choice question tests (MCQs) are based on the textbook, lectures, and class discussions. They are in the same format as the AP exam. Each test will have about forty questions. These tests will be given at the conclusion of each unit.

Long essay tests or free-response questions (FRQs) will be completed at home or in class, depending on pace throughout the year. They will be completed or submitted at the end of each unit, and will compel you to analyze the content both in terms of depth and breadth. They will be in the same format as the FRQs and will be graded according to the AP six point rubric for long essays, which will be used for the 2014-15 AP United States History Exam on May 8, 2015.

Document Based Questions (DBQs) are in the same format as the AP exam and will prepare you to do the work of a historian in brief. Looking for information, point of view, bias and analyzing graphs, figures, and drawings, you will construct an essay which will be graded according to the AP seven point rubric for DBQ essays, which will be used for the 2014-15 AP United States History Exam on May 8, 2015.

Historiographies are summaries of the historical writings on a particular topic - the history of the slave trade, or the history of the American Revolution, for example. It sets out in broad terms the range of debate and approaches to the topic. It identifies the major thinkers and arguments, and establishes connections between them. If there have been major changes in the way a particular topic has been approached over time, the historiography identifies them. They will be graded according to the AP six point rubric for long essays.

Final Submissions of the FRQs, DBQs, and historiographies will not be returned. The final grade will be a narrative grade. Please keep and organize all of your papers accordingly. They will all be returned at the end of the year.

Socratic Seminars will be assigned throughout the year. Format for these will be distributed in class.

Quizzes, IDs, and SAOs – 30%

Quizzes - I generally dislike giving pop quizzes, but will the moment I sense that the reading assignments are not being completed. This is not meant to be punitive but for your benefit. Periodically, **pre-announced quizzes** will be given to assess your comprehension of the material as we progress through the units.

Short Answer Questions (SAQs) - Short Answer Questions are designed to give students opportunity to demonstrate what they know best in response to a questions. Specific instructions will be given in class.

IDs are more than definitions. Rather, **Identifications (IDs)** should help you contextualize and elaborate upon various ideas, issues, people, events, in any given era. They will be assigned at the start of the unit, and will be completed in a separate section in your notebooks. The format will be explained in class during the first week.

Homework – 20%

You will have homework every night. In the discipline of any social science, there is a significant breadth of material, requiring independent reading and note-taking. Therefore, homework will include taking **notes** on your textbook reading and other assigned reading as well as **re-writes** of historiographies and long essays.

For each chapter, you will be responsible for taking proper notes. These are not a written recitation of the chapter in its entirety but some short hand version of main ideas, important terms, people, dates, events, and acknowledgement of themes.

Midterm and Final

The midterm and final exam consist of both AP style multiple choice, short-answer questions (SAQs) will directly address one or more of the thematic learning objectives, along with a DBQ style essay and a free-response style essay. Because of the limited time frame, the exam may be spread over a two to three day period. So as not to interfere with your other classes, the essay portions may be assigned on days outside of exam days.

The AP Exam

<https://apstudent.collegeboard.org/apcourse/ap-united-states-history/about-the-exam>

Please visit the College Board website and become familiar with the resources and information offered. The AP U.S. History Exam is 3 hours and 15 minutes in length and includes both a 100-minute multiple-choice/short-answer section and a 95-minute free response section. Each section is divided into two parts, as described below. Student performance on these four parts will be compiled and weighted to determine an AP Exam score.

Section I

Worth 40%, the multiple-choice section consists of 55 questions designed as a number of sets of questions, with between two and five questions per set, that ask students to respond to stimulus material, either a primary or secondary source, including texts, images, charts, graphs, maps, etc. This stimulus material will reflect the types of evidence that historians use in their research on the past. Students will have 55 minutes to complete these in the first section.

Worth 20%, the four short-answer questions (SAQs) will directly address one or more of the thematic learning objectives for the course. At least two of the four questions will have elements of internal choice, providing opportunities for students to demonstrate what they know best. Students will have 45 minutes to complete these in the first section.

Section II

Worth 25%, the document-based question (DBQ) measures students ability to analyze and synthesize historical data and to assess verbal, quantitative, or visual materials as historical evidence. As with the long essay, responses to the document based question will be judged on student ability to formulate a thesis and support it with relevant evidence. Students will have 60 minutes to complete this in the second section.

Worth 15%, the long essay section, referred to as the Free Response Question (FRQ), provides opportunities for students to demonstrate what they know best. As such, they will be given a choice between two comparable long essay options. The long essay questions will measure the use of historical thinking skills to explain and analyze significant issues in U.S. history as defined by the thematic learning objectives. Students will have 35 minutes to complete this in the second section.

Class Policies:

At this point in your school career at Villa, these policies are likely self-evident. However, they are printed in the syllabus as a means of providing clear expectations for open communication:

1. **Plagiarism:** Please note that plagiarism is not tolerated. The guidelines in the student handbook will be followed. All citation will be in APA format. Instruction for these guidelines will be distributed prior to the first writing assignment in the APUSH Toolkit.

2. **Attendance:** Students are expected to be in class daily. If you are unable to attend, it is your responsibility to obtain the classwork and homework missed. For an AP course, regular attendance is necessary for success.

Ideally, missed quizzes and tests should be made up within two days of returning to school, including the day of your return. Please communicate with me on the day you return as to when you will be taking the quiz or test. I am in my room *almost* everyday until 4:30. Per school policy, the **last** day to make up a quiz or test is on the 1st Tuesday following the absence. Beyond that, the quiz or test will fail to serve you and will only become an onerous burden for you. Please understand that this policy is for your benefit. Be aware that the accepted standard in most collegiate environments is to take the test or submit the assignment on *the day of your return*.

If an excused absence constitutes non-participation in a debate or Socratic seminar, a replacement assignment will be distributed. Due dates for that assignment will be discussed at that time.

3. **Tardiness:** When the bell rings, please be in your seat and ready for work. You will know that I am ready to begin when I begin class with prayer or a reading from Scripture. Please be respectful during this time.
4. **Late submission policy:** I anticipate that this is a non-issue for students in either Honors or Advanced Placement classes. By now, each of you understands that the ramifications and requirements for rigorous courses are for your benefit - both for the AP exam and for your studies at the post-secondary level. Clearly, if there is a valid reason (family emergency for example) for a late submission, this will be accepted upon notification from a parent/guardian. **Please** know that participation in extra-curricular activities and social activities are **not** considered valid. Ultimately, allowance for such a policy will work against you in your post-secondary endeavors. Therefore, for unexcused late submissions:

Projects and papers will be docked 10% a day for each day late, up until one week from the due date. After that, late work will not be accepted.

Homework is due when it is collected or reviewed in class. Late work will not be accepted beyond the first day.

Above all else, in the event you are submitting late work, **please** come to me and let us talk!! I have an open-door policy and it will always behoove you to communicate and not avoid the issue.

5. **Food and Water:** Please feel free to bring water or a snack to class. It is difficult to perform academically when hungry and most especially, when dehydrated. Drink plenty of water. However, it is your responsibility to clean up after yourself. Respect your environment and others - ultimately, this is self-respect.
6. **Restroom/Nurse:** Students should plan on using the restroom before or after class. If you must use the restroom or see the nurse during class time, please do so one at a time and leave the room quietly - you do not need to interrupt the class to ask for permission. The policy for leaving the room requires the student to date, sign your name, and delineate the reason (i.e. Bathroom) in the book by the door. Caveat! Please do not abuse this policy by leaving excessively, leaving with other students, or leaving for substantial periods of time.
7. **Electronic Devices:** Please adhere to the school policy regarding electronic devices, which includes mobile phones, and iPods. These are not allowed anywhere in the classroom -- **no exceptions**. They are disruptive and disrespectful. Please keep them out of sight and check your messages after class. iPads, tablets, laptops, etc. are acceptable provided they are being used for a history class. Please do not use them to access recreational activities OR to do homework for another class, unless I have given you permission to do so.
8. **Love God and love your neighbor as yourself. This establishes the foundation of all interpersonal interaction.**

Class Supplies

It is your responsibility to have all of the following supplies by the end of the first week.

1. Personal preference is important when it comes to study habits. However, I advise an appropriate notebook and pocket folder or binder with paper and folders. Each student is required to maintain a dedicated, organized notebook or binder, according to your preference. You need blank paper for in-class note taking derived from class lectures, group discussions, and activities; as well as at-home note taking derived from required reading. You also need pockets to keep handouts and print outs that you will receive throughout the year. Notes and accompanying papers and handouts should be organized with dated, titled entries. You must have this notebook by the end of the first week of school, no exceptions. These notebooks will be checked regularly and the work within will count as a large percentage of your homework grade.
2. Blue or black pens for taking notes, and for completing homework, class work, and essay exams. Pencils for multiple choice question exams. The requirements are in accordance with those of the actual AP exam.

3. Access to a computer and a printer. If you do not have one or both at home, there are available computers and printers in the library. If you use the computers or printer in the library, you must acquire a Flash Drive to save your work and to print.