

Advanced Placement United States History (SFE)

Syllabus

Instructor - Mr. Nigro

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Website - Skedula/PupilPath

Room - 423

Instructor Message

This class is a beast, a grind, a journey and potentially, a very rewarding experience. It can pack you full of knowledge and skills, driving you towards college or leave you curled up in a ball on the floor. You must commit to doing work and toughing it out. I will commit to helping you as much as I can. Do you have what it takes?

Textbook

Give Me Liberty! An American History, 3rd Edition, AP Edition (2014 Update), Eric Foner

Supporting Secondary Sources

Howard Zinn - A People's History of the United States

Select excerpts from the following...

- **Carl Degler** - *Out of Our Past*
- **Eric Foner** - *The Story of American Freedom*
- **Bart Bernstein** - *Towards a New Past*

Course Goals

- **Students will continue to develop analytical, critical thinking and writing skills for use in further high school courses, college courses and careers.**
- **Students will develop a deeper understanding of US History through extensive reading, writing, thinking and discussion using a wide array of sources and prompts**
- **will build content knowledge and academic skills in preparation for taking the Advance Placement Exam in May.**

Methods of Instruction

Instruction in this course will take a wide variety of forms. Students will work as individuals, pairs and groups. Lessons will range from lectures and note taking to document based inquiries with the focus on the student. This class is really about reading, writing and speaking, so be ready to do all of those each and every day. Assignments each week will include textbook outlines, short answer responses and

document analysis worksheets. Essays and quizzes will come at the end of each period of study.

Attendance Policy

Students are expected to be present for all class sessions. This will ensure your success by always being aware of assignments and keeping in contact with your teacher and peers.

Make-Up Policy

Students are responsible for making up all missed assignments in a timely fashion. Students are responsible for picking up handouts, worksheets etc. they have missed from the baskets. Students are responsible for getting any missed notes from another student. Further, all assignments will be posted to Skedula/PupilPath. The fast pace of this class makes it all the more essential that any missed work be made up immediately.

Course Expectations

As a student in this course you are expected to do the following...

- **Be present, attentive and active for all class sessions**
- **Respect the efforts and opinions of others (including the teacher)**
- **Conduct yourself as a mature young adult in a collegiate setting**
- **Complete all assignments on or before the due date**
- **Ask for help/clarification/explanation and come to tutoring hours as needed**
- **Assume personal responsibility for your work and progress**

Grading Policy

This course will use a letter based grading system intended to reflect a more holistic depiction of student achievement including timeliness, completion, accuracy, effort and “academic professionalism”. Your final grade will be weighted by the categories listed below and each letter will have a numerical equivalent, also listed below. Rubrics for each type of assignment can be found at the back of this syllabus.

25% - Homework (Outlines, Document Questions & Document Analysis Sheets)

25% - Exams

25% - Essays

25% - Quizzes, Assessments & Short Answers

Outlines - Will be graded on a weekly basis for completion, timeliness and organization.

AP Scores Conversions

All assignments modeled after AP Exam components will be graded according to the rating scale for that assignment. The Short Answer Questions are 3 part questions with or without an attached stimulus with each part being worth 1 point. The essays are not graded holistically, rather points are awarded for the presence and accuracy of component parts. Below are the assignments, scales and conversions to the class based letter grading system.

Short Answers	Long Essay	DBQ Essay	AP EXAM
3 - A 2 - B 1 - C 0 - F	6 - A 5 - A- 4 - B+ 3 - B 2 - C 1 - D 0 - F	7 - A 6 - A- 5 - B+ 4 - B 3 - C+ 2 - C 1 - D 0 - F	5 - College A 4 - College A-, B+ 3 - College B, B-, C+ 2 - College D 1 - No credit 0 - No credit

****See attached scoring guides.**

AP US History Skills

Listed below are the skills outline by the College Board as necessities for success in the course and on the exam. Each sub-bullet explains what you must be able to do in order to achieve that success.

- **Analyzing historical materials**
 - **Content** - Understand and explain the ideas, meaning, perspective, bias, purpose, audience, medium and context of a source
 - **Sourcing** - Evaluate the use, reliability and limitations of a source
 - **Interpretation** - Analyze a historical argument and its supporting evidence, understand diverse historical perspectives
- **Making historical connections**
 - **Comparison** - Use diverse perspectives in source material to draw conclusions about historical events and be able to compare different people, events, developments and processes by addressing both similarities and differences across time and space
 - **Contextualization** - Be able to situate historical events with the broader picture and draw conclusions as to their significance
- **Chronological reasoning**

- Causation - Explain long or short term causes of an event, development or process and evaluate the significance of different causes
- Continuity - Identify patterns of similarity across time, explain the significance of those patterns, explain how it relates to larger themes or historical processes
- Change - Identify differences across time, explain the significance of the change and explain how it relates to larger themes or historical processes
- Periodization - Explain ways historical events can be organized into discrete, different and definable periods, evaluate whether events could be considered turning points between definable periods using evidence, analyze different models of periodization
- Creating and supporting a historical argument
 - Argumentation - Articulate a claim in the form of a clear and compelling thesis, develop an argument through analysis of diverse, relevant evidence, evaluate evidence and provide a clear link to the argument, relate evidence to show contradiction, corroboration, qualification or other relationship in development of the argument

AP US History Themes

- American and National Identity (NAT)
- Politics and Power (POL)
- Work, Exchange and Technology (WXT)
- Culture and Society (CUL)
- Migration and Settlement (MIG)
- Geography and Environment (GEO)
- America in the World (WOR)

AP US History Periods

Period 1 - Pre and Post-Columbian America (1491-1607)

Period 2 - Colonial America (1607-1754)

Period 3 - The American Revolution and Framing (1754-1800)

Period 4 - Early Growth and Growing Pains

Period 5 - Expansion, Slavery, The Civil War and Reconstruction (1844-1877)

Period 6 - The Gilded Age (1865-1898)

Period 7 - From Progressive to Super Power (1898-1945)

Period 8 - Decades of Change (1945-1980)

Period 9 - Modern American History (1980-present)