

School: BASIS Goodyear

Instructor: Bryan Baker

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Course Description

"In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures." (College Board, 2019)

Grading Policy

Trimester grades will be determined using the following category percentages:

Tests and Essays: 40%

- **Tests/Mock AP Tests:** There will be 2-3 major tests per trimester. Tests will typically consist of multiple choice or short answer questions. All tests will be cumulative to varying degrees.
- **Essays:** Essay writing is a critical tool for all historians. Students will learn to write four types of historical essays throughout the year including comparative, causation, continuity and change over time, and document-based essays. Most essays will be timed and written in class.
- **The APUSH (AP US History) Thesis**
 This is a major year-long research project in which you will produce an essay of approximately 2,500 words. In this essay, you will explore a question of your own design that is related to a key theme of American history. Students will be assessed and graded on their thesis progress throughout the year, and the final product will be graded under this category. For a detailed explanation of the project, please see: <https://apushwithmrbaker.wordpress.com/capstone/> [<https://apushwithmrbaker.wordpress.com/capstone/>]

Coursework (notebook checks, classwork, etc.): 25%

- **APUSH Notebook Checks:** There will be various types of assignments throughout the year including maps, timelines, caricatures, worksheets, graphic organizers, mind-maps, etc. These assignments should all be completed in a student's APUSH Notebook (created during the Summer Project) unless otherwise stated by the teacher. All assignments should be clearly and accurately listed in the Table of Contents section of the APUSH Notebook.
- **Annotation checks:** Your consumable texts will be collected periodically so that the instructor can grade your annotations. Please remember that underlining and annotating are not the same thing!
- **Miscellaneous assignments**

Participation: 20%

- This course is conducted in a seminar format. Group discussion will thus be an integral part of nearly every class. The instructor will track seminar participation on a daily basis and students will be graded on 1) preparation, 2) depth of inquiry, 3) sense of wonder, and 4) decorum.
- In general, students should arrive on time every day with their books, APUSH notebook, a blue and red pen, and anything else that has been requested by the teacher. Students should also have completed the reading for that day or any other required assignment. Though students by no means need to be an expert on the previous night's reading, they should be able to discuss it with the class or answer general questions on the reading as posed by the teacher. Students should also take notes every class period unless otherwise stated. Also, students should treat their classmates and teacher with respect at all times.
- **PLEASE NOTE:** The instructor reserves the right to subtract participation points for behavior reasons. Negative behavior impacts the entire class and it will not be tolerated. Participation grades may be lowered for constant lateness, overly long or frequent trips to the restroom, health office, or Student Affairs (without a doctor's note or other valid and documented reason), frequently leaving class early, or various other reasons.

Reading Quizzes: 15%

- There will be pop quizzes in this class. These quizzes will usually cover the reading students should have completed the night before class. If a student misses a pop quiz, they will not be allowed to take it; the missed quiz will neither help nor hurt their grade. All "Do Now" assignments may be converted to a quiz. Thus, students should always treat the "Do Now" assignment as if it is a quiz.

Notes on Grading Policy:

Late Work: No late assignments or homework will be accepted except in the case of an excused absence. If a student is absent for one day, he or she is required to turn in the assignment the day they return to school unless alternative arrangements are made with and approved by the instructor. If a student is absent for multiple consecutive days, they will have as many days as they were absent to make up and turn in missed assignments. **IMPORTANT NOTE:** the teacher will not hunt students down to ask for late assignments. It is the student's responsibility to turn them in.

If a student is absent for one day and that day is an assessment (test or essay) day, they will make up that assessment the first day they return to school. If a student misses an assessment while they are absent for two or more consecutive days they will have as many days as they were absent to make up the assessment. **IT IS UP TO THE STUDENT TO SCHEDULE A TIME TO TAKE THE ASSESSMENT.** If the student fails to schedule a time to take the assessment within the allotted timeframe they will earn a score of zero on that assessment.

Extra Credit: There may be a year-long extra credit assignment in this class (depending on the teacher's extra duty schedule) that will involve preparation for the AP Exam. Details concerning this opportunity will be delivered to students in the fall. The instructor will determine which grading category the extra credit grade will be assigned to if the extra credit opportunity is indeed made available.

Final Course Grade: Your final grade in this course will be computed by plugging the average of your trimester grades into the AP Conversion Chart (see handbook).

Alternate AP Exam: Students who choose to not take the AP Exam will take an alternate final that will be worth 40% of their overall class grade. This exam will be very similar, if not identical to a standard AP US History Exam. In this scenario, the other 60% of a student's final grade will simply be the average of their trimester grades.

Grading Scale:

Grade	Percentage
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	60-69
F	All that is below

Classroom Policy

Attendance: Attendance is essential to student success and each class builds upon the other in content and experience. All students should take responsibility for their absences. If a student is absent from class, he or she is responsible for making up all missed work. Please do not contact the teacher to obtain notes that were missed. Instead, ask to see the notes of a classmate. To prepare for long-term absences please make use of the course calendar (posted in the room).

Classroom Behavior: All students are expected to conduct themselves in the highest regard at ALL times. Students are expected to be prepared, respectful, courteous, and professional. Infractions according to the Parent/Student Handbook will result in a verbal warning and/or a disciplinary violation in the student's Communication Journal. If a student breaks a school or class rule, the teacher will take appropriate disciplinary action based on the specific situation.

Communication Journal (CJ): The CJ is the primary method of communication between parents/guardians, teachers, and staff with regard to a student's academic performance or classroom behavior. CJs are used by students in grades K–12 and students must bring their CJ to every class, every day. The CJ is essentially a day planner, but it is also the most important tool for students to manage their assignments and to take responsibility for their own learning.

Academic Integrity: Plagiarism is using the ideas or words of someone else without acknowledging them as the other person's. To avoid plagiarism, every direct quote and paraphrase/summary must be identified with proper citations. Common forms of plagiarism include: copying from a book or the internet; copying another student's work; failing to give credit for an author's ideas you have quoted; paraphrases or summaries; re-using your own work for multiple classes or assignments; knowingly misrepresenting quoted evidence. Any suspicion of plagiarism may be immediately referred to the School Director and treated as a disciplinary violation (see Parent/Student Handbook).

WARNING: The instructor considers it an academic integrity violation to use sites such as SparkNotes, Course Hero, Cliffsnotes, LitCharts, Shmoop, or any other source to help you interpret a text or conduct analysis. **DO NOT USE THEM. TO USE THESE SOURCES OR SOURCES LIKE THEM IS TO CHEAT.**

An Important Note on Course Content: AP US History focuses on a variety of topics including diverse cultures, political views, and religions. In addition, class readings, activities, and assignments will expose students to a variety of sources and sometimes, contradictory opinions that may or may not align with any one person's personal beliefs. Students are expected to show respect for all cultures, religions, and viewpoints (within reason). The disrespect of any culture, religion, or classmates will **NOT** be tolerated. This does not mean that students cannot disagree with one another; it only requires that all comments and discussions remain respectful of others who may hold different views.

Instructional Materials

Textbook	
ISBN	978-0-393-63445-7
Author	Foner, Eric
Title	Give Me Liberty!: An American History, AP Edition
Publisher	W.W. Norton
Strategy	Loan to Student

Required Consumable Texts

ISBN	978-1-5247-5815-8
Authors	The Staff of the Princeton Review
Title	Cracking the AP US History Exam, 2019

Publisher Strategy	The Princeton Review Outside Student Purchase
ISBN	978-0-451-46647-1
Authors	Richard Heffner and Alexander Heffner
Title	A Documentary History of the United States
Publisher Strategy	Penguin Billed through Smart for Charter
ISBN	0-06-08-3865-5
Author	Howard Zinn
Title	A People's History of the United States
Publisher Strategy	Harper Perennial Modern Classics Outside Student Purchase
ISBN	9781593081126
Author	Mark Twain
Title	Adventures of Huckleberry Finn
Publisher Strategy	Barnes and Noble Billed through Smart for Charter
ISBN	9780140390445
Author	Henry David Thoreau
Title	Walden and Civil Disobedience
Publisher Strategy	Penguin Billed through Smart for Charter
ISBN	1-60459-232-X
Author	Frederick Douglass
Title	The Life and Times of Frederick Douglass
Publisher Strategy	Wilder Publications Billed through Smart for Charter

School Supplies

Students should always have the following items in class:

- CJ
- Textbook
- A Documentary History of the United States
- Course Reader (provided to students on Day 1)

- The Princeton Review
- Any other text we are reading at the time
- APUSH Notebook- see Summer Project: <https://apushwithmrbaker.wordpress.com/summer-project/>
- Blue and red pen
- Colored pencils for caricature projects and notes

Other Information

Class Blog: The class blog contains useful resources for students; check it often!

<https://apushwithmrbaker.wordpress.com/>

Student Hours: Mondays from 7:00am to 7:30am and Wednesday from 2:45pm to 3:15pm

Parent Hours: Thursdays, by appointment

Important Final Note: If you are having problems with any aspect of this course, please see me as soon as possible. I want every student to succeed, but you are responsible for your own success. I am happy to meet with you and go over any aspect of this course.

Syllabus Outline Lesson Units

Introduction

Course overview and introduction to historical thinking skills

1491-1607

Period 1 of the APUSH Curriculum

1607-1754

Period 2 of the APUSH Curriculum

Visualizing the TransAtlantic Slave Trade

1754-1787

Part 1 of Period 3 of APUSH Curriculum

Period 3 LEQ

1787-1800

Part 2 of Period 3 of the APUSH Curriculum

1800-1820

Part 1 of Period 4 of the APUSH Curriculum

Overview of period, US Expansion, Market Revolution, Technological Revolution

Exploring Lewis and Clark

1820-1848

Part 2 of Period 4 of the APUSH Curriculum

Second Great Awakening, Reform Movements, Jacksonian Democracy and Growing Sectionalism

1844-1877

Period 5 of the APUSH Curriculum

US/Mexican War, Sectionalism, Civil War and Reconstruction

1865-1898

Period 6 of the APUSH Curriculum

Western Expansion, Second Industrial Revolution, Populism, Gilded Age, Imperialism

1890-1919

Imperialism, Scientific Racism, Progressivism, World War I

1919-1945

Great Migration, Roaring 20s, Great Depression, World War II

1945-1968

Part 1 of Period 8 of the APUSH Curriculum Framework

Cold War, 50s and Consumerism, Redlining, McCarthyism, Long Civil Rights Movement

1968-1980

Part 2 of Period 8 of the APUSH Curriculum Framework

Civil Rights Movement, Vietnam War, Nixon/Watergate, Rise of the New Right

Review

APUSH Review

1980 to Present

Period 9 of the APUSH Curriculum Framework

Reagan and the triumph of the New Right, HIV/AIDS, End of the Cold War, Clinton and the New Democrats, Technology and

Globalization, 9/11 and War on Terror