

ADVANCED PLACEMENT – UNITED STATES HISTORY

DUAL CREDIT US HISTORY (NWV/ASU)

2021-22 COURSE INFORMATION

Instructor and Course Information

Michael D. Gillette –

College Board certified (AP US History, AP World History, AP Human Geography) Rice University / Texas Christian University

2021 Teacher Advisory Council - National Constitution Center

2021 Humanities Texas Outstanding Teacher of the Humanities Award

2019 Texas James Madison Fellow

2016 Boerne ISD District Teacher of the Year

2016 Trinity Prize

AP Reader/Table Leader

Boerne-Samuel V. Champion HS | Room A218 | Class Phone: 357-2765 |

Email: michael.gillette@boerneisd.net

Twitter: @ApushGillette

Remind 101: Text @ d2bf7a to 81010

Website: <https://sites.google.com/a/boerneisd.net/advanced-placement-us-history/home?authuser=0>

Schedule- A-Day

Tutorials- M-Th 7:30-8:30; 4:00-4:45 pm

APUSH

APUSH

Conference

Girls Basketball

B-Day

DC ASU

APUSH

APUSH

Girls Basketball/PLC

This course is designed to increase the student's understanding of United States History from its beginning to the present, its development and institutions. The goals of the class are to develop (1.) an understanding of some of the themes in early and modern U.S. History, (2.) an ability to analyze historical evidence, and (3.) an ability to analyze and to express historical understanding in writing and other forms of communication.

AP U.S. History is a rigorous, fast paced and challenging course designed to be the equivalent of a college freshman U.S. History survey course. Students should possess strong reading and writing skills and be willing to devote substantial time to study and the completion of class reading assignments. Emphasis is placed on class discussion, the use of primary and secondary sources, critical reading, and analytical writing. This course prepares students to take the College Board Advanced Placement United States History examination and possibly earn college credit. Dual Credit students will master the same historical thinking skills emphasized in the AP class. Dual Credit students will be held to the same rigor and high standards demanded by AP students. If successful, DC students will earn college credit without having to take an end of course AP exam.

Mastery of content and grades are important, but of equal value is:

study and analytical skills

critical reading of primary and secondary sources

making historical analogies

constructing and evaluating historical interpretations

using historical knowledge as a guide to present understanding and action

empathizing with the past

Any AP or college-level class requires hard work and a commitment to intellectual growth. All AP students are strongly encouraged to dedicate themselves to the goals of AP U.S. History and to take the AP Exam at the end of the school year. I hope that you will be rewarded with a sense of accomplishment and the belief that even a rigorous class can be enjoyable.

GRADING

Major Grades – 50%

Multiple choice and Short Answer tests will be given at the end of each unit; they will be cumulative (i.e., information from previous units will be on all tests – about 5%) and inclusive (i.e., it will include information from the outside readings – about 15%). Each unit test will contain multiple-choice, short answer, and essay questions that will be modeled after the AP Exam. Dual Credit assessments will be tailored to expectations set by Northwest Vista College and Angelo State University.

Students will also be required to write formal in-class timed synthesis and/or argumentative essays – these will either be a DBQ or the Long Essay. Students will be taught the proper manner to infuse historical evidence from a variety of sources (outside info/primary sources) into an essay. Contextualization, argumentation, and evaluation of primary and secondary sources will be integral skills for this activity.

Notecard Exam (Usually last Monday of each Nine Weeks)

Minor Grades –50%

Reading Quizzes will be “pop quizzes” scheduled for every chapter; these will be short answer vocabulary style quizzes. Students will need to identify the “what” and “why” of each vocabulary term. **MUST REFERENCE SOMETHING FROM THE CHAPTER!** Sometimes the reading quiz will be substituted with a pre-write activity, which will count for the quiz grade for that chapter.

For each unit students have to complete “DQ’s” —Big Picture Questions. They will complete these within their study groups.

Other pop-quizzes can be given based on the outside readings.

Daily and Note Check grades will also go into this category and these will only count once in this category.

Notecard Installments (On white notecards 3X5) & notecard quizzes. The notecard assignment will require the student gather data on important historical events, people, concepts. Etc.

Socratic Seminars, Jigsaw activities, class debates, and other participatory assessments - Students will have to show that they have read assigned reading and primary source documents. Understanding and knowledge will be evaluated using the above participatory activities. In jigsaw activities students will engage in rigorous examination of historical evidence including primary written documents, maps, charts, graph, etc.

Pre-writes (ID's) Daily writing activity- On a daily basis students will practice at least one of the historical thinking skills promoted by the College Board Framework: Continuity/ Change over Time, Comparison, and Causation. Students will keep a notebook of all pre-writes for the entirety of the year.

Class Participation/Group Participation

TEXTS

PRIMARY TEXTBOOK

Foner, Eric. Give Me Liberty. 5th ed. Pearson, 2016.

PRIMARY SOURCE BOOKS AND SECONDARY SOURCE BOOKS

Ellis, Joseph. Founding Brothers. Vintage Books, 2000.

Sinclair, Upton. The Jungle. Penguin, 2012.

Dudley, William. Opposing Viewpoints in American History (Vol. 1 & 2). Greenhaven Press, 2nd Ed, 2012

Bilhartz, Terry. Constructing the American Past (Vol. 1 & 2). Longman Publishing, 4th ed., 2003

Oates, Stephen. Portrait of American (Vol. 1 & 2). Houghton Mifflin, 6th ed. 1994

Schweikart, Larry. A Patriot's History of the United States. Sentinel Publishing, 1st edition, 2004.

Zinn, Howard, A People's History of the United States.

Douglass, Frederick. Narrative of the Life of Frederick Douglass

Shi, David and Mayer, Holley. For the Record: A Documentary History of America. Vol. I & II. W.W. Norton, 2007.

Bailey, Thomas and Kennedy, David. The American Spirit: United States History as Seen by Contemporaries Vol. I & II. 6th ed. 1987

Olson, James. My Lai: A Brief History with Documents. Macmillan, 1st ed., 1998

King, Jr., Martin Luther. Why We Can't Wait. Signet Publishing, 3rd ed., 2001

Carson, Claiborne. The Autobiography of Martin Luther King, Jr. Grand Central Publishing, 1st ed., 1998

ACCOUNTABILITY AND INDEPENDENT LEARNING

You are responsible for reading and studying the textbook Give Me Liberty! (as well as ALL other readings). There will be a daily calendar located on my website at the beginning of each grading period. While most of the textbook and course readings will be discussed in detail through our class discussions, seminars, and debates, some of it will be covered through independent learning. You are responsible for ALL MATERIAL ASSIGNED, whether we discussed it in class or not.

THE AP U.S. HISTORY EXAM

The examination is 3 hours and 5 minutes in length and consists of four types of questions:

1) 55 Multiple Choice grouped in sets of 3-6 questions. Each set will relate to a Primary/Secondary source document and will emphasize historical causation, change/continuity over time, and document analysis. 55 minutes are given to complete this section. 40% of exam score

2) 3 short answer questions emphasizing periodization, comparison, and causation skills. 40 minutes are given to complete this section.

Question 1 is required, includes 1–2 secondary sources, and focuses on historical developments or processes between the years 1754 and 1980.

Question 2 is required, includes 1 primary source, and focuses on historical developments or processes between the years 1754 and 1980.

Students choose between Question 3 (which focuses on historical developments or processes between the years 1491 and 1877) and Question 4 (which focuses on historical developments or processes between the years 1865 and 2001) for the last question. No sources are included for either Question 3 or Question 4.

20% of exam score

3) The Document-based question (DBQ) emphasizing the skills of historical argumentation, synthesis, continuity/change over time, and use of historical evidence. Students have 1 hour and 15 minutes to complete.

Students are presented with 7 documents offering various perspectives on a historical development or process.

Students assess these written, quantitative, or visual materials as historical evidence.

Students develop an argument supported by an analysis of historical evidence.

The document-based question focuses on topics from 1754–1980.

25% of exam score

4) The Long Essay (FRQ) showing argumentation, CCOT, and synthesis. Students have 40 minutes to complete essay.

Students explain and analyze significant issues in U.S. history.

Students develop an argument supported by an analysis of historical evidence.

The question choices focus on the same skills and the same reasoning process (e.g., comparison, causation, or continuity and change), but students choose from 3 options, each focusing on historical developments and processes from a different range of time periods—either 1491–1800 (option 1), 1800–1898 (option 2), or 1890–2001 (option 3).

15% of exam score

THE APUSH REDESIGN

The 2022 exam will be the seventh exam administered under the College Board’s redesign of the AP United States History course; the first major overhaul of the course since the 1950’s. The new APUSH course will emphasize the following MAJOR changes:

Depth over Breadth in terms of coverage of major historical eras. The “posthole” approach vs. the “Ball-of-string” approach

Emphasis of HISTORICAL SKILLS over KNOWLEDGE of HISTORICAL CONTENT

Appropriate Use of Historical Evidence (Primary and Secondary sources)

Argumentation

Change and Continuity over Time

Causation

Contextualization

Comparison / Contrast

Interpretation

Seven Thematic Learning Objectives (ALL EXAM QUESTION COME FROM THESE)

American and National Identity

Politics and Power

Work, Exchange and Technology

America in the World

Migration and Settlement

Geography and the Environment

Social Structure

American and Regional Culture

GENERAL INFORMATION

Attendance- The pace of this course is accelerated and missing class may cause problems. Commit to be here everyday...the surest way to not succeed in APUSH is not being here.

Assignments- Check the class calendar for due dates for all assignments. Be prepared daily for a reading quiz. All missed assignments are due the day the student returns to class. No late work is accepted in this course. Extensions are not permitted on the notecard assignment.

Tardy- All students are expected to arrive to class on time. School policy will be vigorously enforced. If the door is shut, you are late.

Discipline- 1. Verbal warning | 2. One-on-One conference | 3. Disciplinary action (e.g., detention) | 4. Parent contact | 5. Office referral.

Students must be responsible for keeping up with the class calendar located on the instructor's Google Site.

Saturday Class and Review Sessions- All students will be REQUIRED to commit time after Spring Break to review for APUSH with teacher. Attendance will be recorded and graded.

Extra Credit- Extra credit will be assigned at teacher's discretion.

Cellphones are only to be used when given permission.

Academic Dishonesty will be handled in accordance to school policy detailed in the Champion High School code of conduct handbook.

While the district is imposing COVID19 safety standards and practices, there will be a zero tolerance policy on complying with all regulations including wearing masks, taking temperatures prior to coming to school, and maintaining social distancing when appropriate.

Taking Notes and Organization

Taking notes is a required and independent activity for this course – these are done at home and over the chapters in the textbook, as well as from all other readings assigned. Notes for each chapter will be checked on days scheduled according to the semester schedule (e.g., on days in which the calendar says “note check”). Each student will be required to take notes in an AP U.S. History spiral notebook, This spiral notebook is to be for APUSH ONLY, it should not be shared with other classes. Students are allowed to take whatever kind of notes they think are helpful to them, the notes are for the student, NOT the instructor. The only requirement is that the entire chapter be covered. This assignment will count as a

daily / homework grade. All students are encouraged to get a three-ring binder with dividers: 1. Outside Readings, 2. Chapter Quizzes, 3. Prewrite Activities, 4. Other Handouts. This is not required and will not be taken for a grade, but organization can help with success in any class.

APUSH STUDY GROUPS

Every APUSH student is encouraged to join a study group in order to accomplish assignments cooperatively. Each group should appoint a leader. Each group will work independent of the class, set their own schedules for study sessions, etc. Internal friction within each group must be managed from within. For major issues, the teacher will resolve.

STRATEGIES FOR SUCCESS IN APUSH/DUAL CREDIT

BIG DIFFERENCE BETWEEN AP/DC AND REGULAR? RIGOR!!!!!!

RIGOR = TAKING OWNERSHIP OF LEARNING!!!

Do not procrastinate! Waiting to the last minute to accomplish tasks will result in poor quality work.

Notecards should be an ONGOING assignment. Commit to working on the assignment on a nightly basis. When studying Colonial America, for example, do those cards then...don't wait.

Do all assigned readings.....come to class ready to discuss. IF YOU'RE NOT ASKING ME QUESTIONS, I ASSUME YOU UNDERSTAND THE MATERIAL!!!"

Utilize all sources of information given.

Hang on to all handouts!!!!

Attend before/afterschool tutorials!

Network with classmates.

"There's nothing I can do to make you learn!!!" Take ownership of the learning process.

I CANNOT TELL YOU EVERYTHING YOU NEED TO KNOW!!!

Buy-in to the APUSH program...make it a priority.

MAKE LEARNING A FUN PROCESS.....FUN!

"This is not an easy class, but it is a fun class, remember you chose to be in this class. You will not be asked to do anything that previous students were not asked to do. They survived, so will you." -- Gillette

"Every year over half the students around the country fail the APUSH Exam, it is not an easy test (in fact, it is traditionally one of the most difficult of all the AP Exams). However, the good news is that this class WILL prepare you for the APUSH Exam in May if you are willing to do what I ask of you."

--Gillette

"80% of what we do, we do at home---readings, DQ's, notecards, exam prep, etc.--20% of the course is done in class. If you don't do the 80%, the 20% looks bad."

This is not a college preparatory class, it's a college class.

Responsibility of the Teacher:

Support the concept of Pre-AP and Vertical Teams.

Teach the strategies, skills, concepts, and material needed to prepare the students to participate in AP courses and those skills necessary to be successful on the AP Exam.

Participate in Pre-AP and AP professional development opportunities.

Be open to new ideas and new learning.

Responsibilities of Parents:

Become familiar with the concept of Pre-AP and AP courses and knowledgeable about AP Exams.

Be aware that good grades are not always synonymous with academic rigor or academic excellence.

Encourage students to strive toward academic excellence.

Accept the study of advanced, diverse, and ambiguous material.

Support the teachers.

Responsibilities of the Student:

Accept the challenge of higher academic standards.

Develop independent learning skills.

Seek academic assistance when necessary.

Accept the study of advanced, diverse, and ambiguous material.

Manage time appropriately.

The successful Advanced Placement class does the following:

Uses the College Board AP Curriculum.

Assesses student performance with both multiple choice and free response testing formats.

Employs timed assessments.

Holds students accountable for independent reading.

Uses a variety of instructional materials, including primary and secondary source materials.

Employs a variety of instructional strategies which includes opportunities for students to engage in discussion about complex issues.

Is efficient in the use of instructional time.

Concentrates on building student capacity to understand rigorous content through the development of skills as defined by the College Board.

Allows for students to participate in a variety of grouping formats.

Allows for students to reflect on learning and make connections across concepts.

Important College Board Websites and Information:

College Board Website: <http://www.collegeboard.org/>

AP Central: <http://apcentral.collegeboard.com/apc/Controller.jspf>

AP U.S. History Course Description: <http://apcentral.collegeboard.com/apc/public/repository/ap-us-history->

ANGELO STATE STUDENTS

Student Disability Services

Please see Disability Services Faculty Resources for the most recent syllabus statement.

Title IX Statement

Title IX

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

Angelo State University Student Handbook

Angelo State University Catalog

Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

Student Absence for Observance of Religious Holy Days

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more info