**AP United States History Basha High School**

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| ­­C**ourse Description: Advanced Placement U.S. History** Advanced Placement U.S. History is a college-level introductory course which examines the nations’ political, diplomatic, intellectual, cultural, social, and economic history from 1491 to the present. A variety of instructional approaches are employed and a college level textbook is supplemented by primary and secondary sources. **Required Textbook:** *The American Pageant*, David M. Kennedy, Lizabeth Cohen, and Thomas A Bailey, 14th ed., **Supplemental Texts:** **Gillon, Steven. *10 Days that Unexpectedly Changed US History.* (Broadway, 2006).** Hofstadter, Richard. *Great Issues in American History*, Vol. 1, 2 & 3 (New York:Vintage, 1982).Madaras, Larry and SoRell, James M.  *Taking Sides:  Clashing Views on Controversial Issues in American History* Volumes 1 & 2 (Guilford: Dushkin, 2006).Newman, John J. and Schmalbach, John M.  *United States History: Preparing for the Advanced Placement Examination* (New York: AMSCO School Publications, 2002).**Each unit will contain the following activities:** **Lecture and discussion of topics:** Students will participate in discussions based on course topics. Reading quiz content is embedded in class discussions. **Primary Source Analysis:** Students analyze primary sources using notecards on which they identify, analyze, and evaluate each of the sources. Students analyze the sources for two or more of the following features: historical context, purpose and intended audience, the author’s point of view, type of source, argument and tone. (Appropriate use of historical evidence.) **Seven Major Themes:** These activities are organized around AP U.S. History’s seven major themes—Identity (ID), Work, Exchange and Technology (WXT), Peopling (PEO), Politics & Power (POL), America in the World (WOR), Environment and Geography–Physical & Human (ENV), Ideas, Beliefs and Culture (CUL)—and are designed to develop the student’s historical thinking skills**.** **Historical Thinking Skills:** AP US History students will be asked to apply historical thinking skills to thematic learning objectives. Students will develop skills in:1. Historical causation
2. Patterns of continuity and change
3. Comparison
4. Contextualization
5. Periodization
6. Analyzing Historical Evidence
7. Historical argumentation
8. Appropriate use of relevant historical evidence
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| **School Materials each student should have:**

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| * Five subject notebook – with 200+pgs with a **plastic cover**

(I can't emphasize enough theNeed for the plastic cover. By the end of the year cardboard covers rip off.) | * Scotch Tape
* Notebook Tabs/Flags
* 400 notecards (3 x 5)
* Highlighters (3 colors)
* Pens and pencils
* Glue Sticks
 | * Computer Access
* Textbook – see above
* Colored Pencils
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| **Course Calendar: (Subject to change)**

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| **Week #** | **Assignment** |
|  **Unit 1:Three Worlds Meet** | Course introduction, expectations & contract.  Success in AP courses, exam format.  Objectives:1.  Students will have an understanding of the pre-Columbian Americas, before European exploration2.  Students will gain a chronology of the voyages of Columbus & other world explorers3.  Students will analyze the ecological impact of European contact on the New World4.  Students will examine Spanish conquest and subsequent conquering of New World cultures in creating an enormous empire.**Textbook Readings:**Intro to course readings- pg. xxxv- x1viiiPageant, Chapter 1--New World Beginnings pg. 2-26B  |
|  **Unit 1: Colonization & Settlement** | What is a DBQ? Objectives:1.  Students will identify territorial expansion & imperialism as a continuing theme in American history and one that appears frequently on the AP exam.2.  Students will contrast the English colonization with that of Spain and France  3.  Students will examine England pursuit of a world empire and compare and contrast the development of English colonies in different regions (NE, Middle, Southern) especially in terms of economy & society4.  Students will analyze the religious underpinnings of American colonies & the First Great Awakening5.  Students will examine political development in the colonies**Textbook Readings:**Pageant, Chapter 2--The Planting of English America pg. 27-45BPageant, Chapter 3--Settling the Northern Colonies pg. 46-67BPageant, Chapter 4--American Life in the Seventeenth Century  pg.  68-87BPageant, Chapter 5--Colonial Society on the Eve of Revolution  pg. 88-108B |
|  | Test- Unit 1 Chapters 1-5 Multiple Choice / Short Answer Question essayTake Home DBQ |
| **Unit 2:Dual for North America, Road to Revolution & War for Independence** | Objectives:1. Students will analyze the competition among France, Britain and Spain for North America and examine the French and Indian War and the redistribution of power of the empires.2.  Students will assess how the French and Indian War led to an increasing American sense of identity.3.  Students will analyze the increasing tensions between Britain and its colonies and how these tensions led to an eventual split, revolution and war for independence.4. Students will understand the complexities of fighting a major European power, the leadership involved, the attempts to unify the population to the cause of liberty and the eventual victory in the War for Independence.  **Textbook Readings:**Pageant, Chapter 6--The Duel for North America  pg. 109-125BPageant, Chapter 7--The Road to Revolution  pg. 126-145BPageant, Chapter 8--America Secedes from the Empire  pg. 146-171B |
|  | Test- Unit 2 Chapters 6-8  Multiple Choice/ Free Response essay |
|  **Unit 3:  Building the New Republic, Jefferson & Second War for Independence** | Objectives:1.  Students will examine the failure of the Articles of Confederation to adequately address the issues of the new nation and the development of the New Republic through the Constitution and Bill of Rights.2.  Students will examine the development, growth and potential problems of political parties and assess whether or not they represented the true intentions of the founding fathers.3.  Students will examine the notions of equality and whether the New Republic addressed these issues.4.  Students will analyze foreign policy under the early administrations of the New Republic and assess their effectiveness.5.  Students will understand the War of 1812 and assess whether it can be considered a "second war for independence".**Textbook Readings:**Pageant, Chapter 9--The Confederation and the Constitution  pg. 172-198BPageant, Chapter 10--Launching the New Ship of State  pg. 199-223BPageant, Chapter 11--The Triumphs and Travails of the Jeffersonian Republic  pg. 224-247BPageant, Chapter 12--The Second War for Independence & the Upsurge of Nationalism  pg. 248-271B                                                                                                                       |
|  | Test- Unit 3 Chapters 9-12  Multiple Choice/Free Response/DBQMid Term Exam |
|  | Fall Break |
|  | Fall Break- Read Chapters 13 & 14 |
| **Unit 4:  Expansion, Reform & The Age of Jackson** | Objectives:1.  Students will examine the political atmosphere and changes surrounding the administration of Jackson.2.  Students will assess the presidency of Jackson in terms of democratic involvement & extending democracy to the "common man" and assess the failure to extend civil rights to various groups.3.  Students will analyze the constitutional issues raised by the Nullification crisis and the Indian Removal Act and assess the rights of the minority being governed by the majority rule.4.  Students will examine various reform movements of this time period and assess their impact on American society, culture and economy.5.  Students will analyze the transportation revolution and discuss the benefits to the economy and the effects of expansion of the US. **Textbook Readings:**Pageant, Chapter 13--The Rise of Mass Democracy  pg. 272-304BPageant, Chapter 14--Forging the National Economy  pg. 305-339BPageant, Chapter 15--The Ferment of Reform and Culture  pg. 340-369B |
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|  | Test- Unit 4 Chapters 13-15 Multiple Choice/Short Answer Questions/DBQ |
|  **Unit 5:The Road to Disunion** | Objectives:1.  Students will examine the institution of slavery, the division the issue creates across the country and study the growth of the abolition movement.2.  Students will define and discuss the concept of Manifest Destiny and assess the success of Manifest Destiny.2.  Students will examine how territorial acquisition leads to a resurrection of issues that would eventually divide the nation.3.  Students will analyze how the path to Civil War unfolded as a series of compromises took hold and ultimately failed.**Textbook Readings:**Pageant, Chapter 16--The South and the Slavery Controversy  pg. 370-395BPageant, Chapter 17--Manifest Destiny and Its Legacy  pg. 396-415BPageant, Chapter 18--Renewing the Sectional Struggle  pg. 416-436BPageant, Chapter 19--Drifting Towards Disunion  pg. 437-461B |
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|  | Test- Unit 5 Chapters 16-19 Multiple Choice/Free Response/DBQ |
| **Unit 6:****Reconstruction and Westward Expansion** | Objectives: 1. Students will examine the events during the 1850s leading up to the Civil War and analyze whether the war could have been avoided.2.  Students will analyze the impact of Lincoln and Congress regarding the end of slavery and assess the effectiveness of the actions of both.3.  Students will examine the role of the government during the war and analyze changes that occured.4.  Students will assess the strengths and weaknesses of the North and the South and debate why the North won the war and argue why the Civil War can be called the most critical event in American History.5.  Students will examine the successes and failures of Reconstruction and assess whether or not a "New South" truly emerged or if reconstruction was simply a continuation of the "Old South".**Textbook Readings:**Pageant, Chapter 20--Girding for War: The North and the South  pg. 462-480BPageant, Chapter 21--The Furnace of Civil War  pg. 481-512BPageant, Chapter 22--The Ordeal of Reconstruction  pg. 513-535B |
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|  | Test- Unit 6 Chapters 20-22 Multiple Choice/Free Response/DBQFinal Exam**End Semester 1** |
|  | Holiday Break |
|  | Holiday BreakRead Chapter 23, 24 & 25 |
|  **Unit 7:Forging an Industrial Society-Development of the Industrial US** | Objectives;1.  Students will compare the economic and social conditions of the population during the Gilded Age2.  Students will analyze changes immigration/migration patterns and the effect on America politically, socially, culturally & economically.3.  Students will analyze the growth of business and industry during the Gilded Age.4.  Students will examine the expansion of the US and the impact on the frontier and the farmers.5.  Students will understand and assess federal government policies towards Native Americans from the 1830s to the 1900s.**Textbook Readings:**Pageant, Chapter 23--Political Paralysis in the Gilded Age pg. 536-564BPageant, Chapter 24--Industry Comes of Age  pg. 565-594BPageant, Chapter 25--America Moves to the City  pg. 595-632BPageant, Chapter 26--The Great West & the Agricultural Revolution  pg. 633-668B |
|  | Test- Unit 7 Chapters 23-26 |
|  **Unit 8:Emergence of Modern America** | Objectives:1. Students will identify problems the Progressives addressed and analyze reforms designed to deal with the problem.2.  Students will examine the successes and failures of the Progressives to achieve genuine reform of government, economy and society.3.  Students will compare and contrast the presidencies of T. Roosevelt and Wilson4.  Students will study reasons for US imperialism and explain the reasons for this wave of expansion.5.  Students will examine the reasons the US entered into WWI and assess the influence of various groups involvement in the war.6.  Students will examine the society overhaul of the 1920s in terms of material expansion that transforms America into a consumer society as well as address the problems that these changes brought.**Textbook Readings:** Pageant, Chapter 27-- Empire and Expansion  pg. 669-699BPageant, Chapter 28--Progressivism & the Republican Roosevelt  pg. 702-727BPageant, Chapter 29--Wilsonian Progressivism at Home and Abroad  pg.  728-745BPageant, Chapter 30--The War to End War  pg. 746-769BPageant, Chapter 31--American Life in the "Roaring Twenties"  pg. 770-797B |
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|  | Test- Unit 8 Chapters  27-31 |
|  **Unit 9:The Great Depression & World War II** | Objectives:1.  Students will examine the long term & short term causes of the Great Depression and analyze how the administrations of Coolidge, Hoover, & FDR impacted the nation.2.  Students will examine the effectiveness of the New Deal in ending the Depression and assess whether recovery was a result of American involvement in WWII.3.  Students will assess the contribution of the US in making the world "safe for democracy".4.  Students will debate Truman's use of the atomic bomb.**Textbook Readings:**Pageant, Chapter 32--The Politics of Boom and Bust  pg. 798-822BPageant, Chapter 33--The Great Depression and the New Deal  pg. 823-852BPageant, Chapter 34--Franklin D. Roosevelt & the Shadow of War  pg. 853-874BPageant, Chapter 35--America in WWII  pg. 875-907B |
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|  |  Test- Unit 9 Chapters 32-35 |
|  |  Spring Break- Read Chapters 36-38 over break |
|  |  Spring Break |
|  **Unit 10:Postwar US 1945-1968** |  Objectives:1.  Students will examine the 1950s as an era of “conformity and complacency.”  2.  Students will analyze the effectiveness of American foreign policy in terms of the growth & aggressive expansion of the Soviet influence. 3.  Students will assess what accounted for the growth between 1940 and 1965 of popular and governmental concern for the position of blacks in American society, as well as the struggle for civil rights among other minority groups.4.  Students will compare and contrast the military foreign policy of President Johnson to that of President Nixon and analyze the handling of the Vietnam War by their administration.**Textbook Readings:**Pageant, Chapter 36--The Cold War Begins  pg. 910-942BPageant, Chapter 37--The Eisenhower Era  pg. 943-971BPageant, Chapter 38--The Stormy Sixties  pg. 972-1001B |
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| **Unit 11:Contemporary US 1968-Present** |  Objectives:1.  Students will examine how the role of women change in the post war period and what economic, social and cultural changes are evident in this period.2.  Students will analyze the changes to the role of African Americans during the decades of the 1950s, 1960s and 1970s (civil rights, voting, desegregation, Affirmative Action) 3.  Students will analyze how Watergate help to shape American politics and society in the subsequent decades and assess the effect of Watergate on the American people's trust.4.  Students will examine whether Reagan’s election was a true revolution. 5.  Students will debate the impact of the “Religious Right” on American politics and society. **Textbook Readings:**Pageant, Chapter 39--The Stalemated Seventies  pg. 1002-1030BPageant, Chapter 40--The Resurgence of Conservatism  pg. 1031-1055BPageant, Chapter 41--America Confronts the Post-Cold War Era  pg. 1056-1082BPageant, Chapter 42--The American People Face a New Century  pg. 1083-1107B |
|  |  Test- Unit 10 & 11 Chapters 36-42 |
|  |  Review for AP Exam |
|  |  Review- **AP EXAM MAY****Final Exam**  |
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Grading ScaleStudents will be graded on the basis of in-class quizzes, multiple choice tests, essay tests, economic simulations, Socratic seminars, discussion board posts.

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|         A | 90-100% |
|         B | 80-89% |
|         C | 70-79% |
|         D | 60-69% |
|         F | 59-50% |

Infinite Campus

Students are expected to keep track of their own grades. Do not expect your teacher to tell you what your grade is. Do not wait until the end of the semester/ year to gain access to Infinite Campus. Parents can access their child’s grades and assignments by going to the school’s website and clicking on Parent Connect. Students’ information is only accessible by using an individualized password assigned by the school. Parents may contact office personnel/counselor for their child’s password.

**Quizzes**

Students can expect 1-2 quizzes per week that will cover terms and concepts.

**Tests**

There will be one test per unit. These tests will be given approximately every four weeks. The class will go over the multiple-choice questions the following day.  If you are absent (excused) on a scheduled Unit Test day you will be expected to make up that test the following day. If you are unexcused absent or do not take the makeup test the day you return you will receive a grade of zero for the assessment

Papers

Students can anticipate a minimum of one paper each unit. These papers will be research based and somewhere between 1 to 2 pages in length. They will serve as the basis for Socratic seminars on larger macroeconomic concepts.

Socratic Seminars

Each *s*tudent will be required to read assigned articles, write three questions pertaining to the article, and participate in the circle group discussion of the article. In most seminars, one student will be chosen (by the teacher) to “play” Socrates, call on students, and keep track of who has spoken.  Each student has to speak in order for all participants to obtain the points. In other seminars, you will have different articles to read and thus will have an inner circle that discusses a particular article and then halfway through the seminar, you switch and now the second article is discussed.

Outside Reading

Students will be reading material from various economic books throughout the semester. More information will be available as we approach these times.

Extra Credit

THERE IS ABSOLUTELY NO EXTRA CREDIT IN THIS COURSE! (Please remember this now for use later in the semester)

Student Expectations*Students are expected to….*

Be accountable for your own actions.

Be responsible for your own learning and assignments.

Cheating and copying is unacceptable.

Treat others with respect.

Arrive to class on time with the necessary materials to participate in class.

Participate in class (reading, listening, speaking, etc).

Use appropriate language (mixed-company policy). Profanity is not allowed in school.

Contribute equally in cooperative learning activities/assignments.

Leave your area clean (pick up after yourself).

Hand in assignments on time.

Hand in major assignments on the due date even if you are absent from school.

Read the required text and assigned primary source documents.

Get work from fellow students if class is missed.

Use the class website for assistance in assignments/homework/expectations, etc.

Study for exams (4 hours per exam)

Behave appropriately (respect, honesty, pay attention)

Consequences

First offense – Warning (includes calling the student’s name during class or speaking privately in the hall)

Second and third offenses – Detention/ Parent Contact

Fourth and fifth offenses – Parent/ Student/ Teacher Meeting and Detention

Sixth offense – Referral and student/teacher/parent/administrator conference

Diversity Statement

All individuals have a right to an educational environment free from bias, prejudice and bigotry. As members of the Basha High School educational community, students are expected to refrain from participating in acts of harassment that are designed to demean another student’s race, gender, ethnicity, religious preference, disability or sexual orientation.

Profanity

In accordance with the diversity statement and general guidelines profane language is not tolerated in any way. When in doubt, don’t say it. Students can expect me to be vigilant in addressing this issue.

Absences

Chandler Unified School District mandates that students must keep a minimum of 90% attendance. Students will be referred to administration on their **10TH** absence (excused or unexcused) and **may be dropped from the course**.

Make-up/ Late Work

Assignments are due the day after they are assigned unless otherwise specified. Students with excused absences have one day for each day they are absent. If an assignment is due on Monday and you are sick and return on Tuesday you are expected to turn in the assignment on Tuesday. **No late work will be accepted for unexcused absences.** If you miss a quiz or a test as a result of an excused absence you are expected to make up the assessment the day you return. If we have a test on a Monday and you are sick and return on Tuesday you are expected to take the test on Tuesday. It is the responsibility of the student to make necessary arrangements with the teacher to set this up. If you fail to make-up a test/ quiz in the allotted time you will receive a zero. **No make up tests/quizzes will be given for unexcused absences and students will receive a zero.** Extensions are at the teacher’s discretion. **Additionally, projects, papers, or other long term assignments that are given more than a week in advance are due on the day specified, regardless of if you are in school or not.** If you know you are going to be absent, or if you are sick, it is your responsibility to submit your assignment via email to me or to have a family member / friend submit for you. If you miss the day before a quiz or a test and are in class on the day of the assessment you are still responsible for taking the assessment. We will just have reviewed the day before which you can and should be doing on your own. You also should be routinely checking our class calendar to see what upcoming assessment you have.

Tardiness

Chandler Unified School District places great importance on timeliness. Therefore, classroom tardiness will be dealt with in the same manner as any other violation of classroom rules. Students need to be inside the classroom and preparing for the class when the bell rings. I do understand that there are occasions when you may be late to class for whatever reasons. Please be respectful and courteous and sign in when you do enter the classroom late and DO NOT DISRUPT the learning environment.

Tardy #1: Warning/ Cell Phone on Front Table

Tardy #2: Cell Phone to Office

Tardy #3: Cell Phone to Office/ Parent Notification

Tardy #4: Referral

Cheating/ Plagiarism

Cheating and plagiarism constitute an effort to deceive me and to cheat your peers who are working hard. As such, I have a zero tolerance policy in regards to cheating and plagiarism, and ANY form of cheating or plagiarism will result in a referral to the office, and possible further consequences. Keep in mind, if I get two papers where plagiarism is apparent, then **BOTH** students will face consequences.

Food and Drinks

Food is not permitted inside the building or class, and water is the only acceptable beverage. I promise you I will make you throw away any food or beverage that I see you with that is not water. Gum is tolerated as long as it is not being abused. Teacher discretion will determine allowance of gum.

Cell Phones / iPods

Cell phones and iPods, or other electronic devices, are not permitted during class unless otherwise instructed by the teacher. If there is a family emergency and a student needs to be contacted please call the office and they can immediately contact the teacher. If an electronic device is out it is the teacher’s prerogative to confiscate the item.

Conference

Conference period will be on Wednesday and Thursday from 9:17 - 9:45.  During this time students are only allowed out of the classroom if they have a pass.  Students will not be able to call or email the teacher they wish to go see if they have not been given a pass in advance. The library is not available during conference.  Students should use this time to study or read.

Remind 101

This class will utilize Remind 101 as a means of me conveying messages to students when we are not in class together. This allows me to remind students about an upcoming assignment or quiz, to ignore or to add something to their homework, or to look up something before coming into class the next day. It makes both of our jobs easier, and can be utilized with a cell phone.

AP Exam

The expectation is that students taking this class are working towards the AP exam that will be given in May. The expectation is that students taking this class will study diligently for and take that exam. The course is being taught at a college level, and students will have the opportunity to earn college credit for the course by successfully passing the AP exam in May. More information will come as we get into the course regarding your exam.

Personal Property

Students are responsible for their own personal property.

# Dear Students and Parents:

In order to maintain strong communication, I am requesting all students and parents to provide the following information and return this information by **Friday**.

Parents please provide an e-mail address. This is the quickest way to communicate with me and ensures a record of our conversation. When using e-mail, please keep in mind that e-mail is a public record.

By signing below you and your child confirm your receipt of a written copy of the policies and procedures as outlined and agree to abide by them in conjunction with Basha High School and CUSD policies.

Thank you. I look forward to a very productive and meaningful school year.

**Parent Section:**

\_\_\_\_\_ I have read my child’s syllabus and plagiarism policy and understand the basic requirements

for this class.

Parent(s) Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent(s) Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent(s) email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Home Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cell Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Student Section:

\_\_\_\_\_ I have read my syllabus and plagiarism policy and understand the basic requirements

for this class.

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_