|  |
| --- |
| **dc.jpg****Advanced Placement United States History/Advanced** **Placement English Language and Composition Syllabi** |

**Instructor**: Mr. Steve Goodrid **Instructor:** Dr. Angela Gunter
**Room:** 217 **Room:** 135
**Phone**: 852-7300 Ext. 217 **Phone:** 852-7300 Ext. 135/ (270) 952-1691
**E-Mail**: steve.goodrid@daviess.kyschools.us E-Mail: angela.gunter@daviess.kyschools.us

**AP US HISTORY: 4700DC AP ENGLISH LANG: 1302DC**Course Length: 18 weeks Course Length: 18 weeks
Credit: 1 credit Credit: 1 credit
  **Advanced Placement United States History**

This course will cover US History from Columbus to the present at a college level. Students will need to be serious about the subject and students must take the initiative for outside assignments. Acceptance into this class will require teacher approval. If an acceptable score is made on the College Board Test, a student may earn credit at most KY colleges. Students will earn an extra 1.0 credit toward their electives.

**Course Overview:**

AP U.S. History is a chronological study of American history from the pre-Columbian era to the present. This course challenges students with college level work while still in high school. The ultimate goal of this course is to prepare students for the AP Exam in May. Students who earn a qualifying score on the AP U.S. History exam may receive up to six hours college credit. In the process of preparation for the AP Test, students will learn skills necessary to become successful in their future college classes.

**Student Objectives:**

1. Develop an understanding of the chronological framework of American history and identify change over time.
2. Establish relationships among facts and be able to formulate concepts and generalizations about events, people, and ideas in American history
3. Develop analytic ways of thinking, such as recognizing cause and effect, drawing inferences, dealing with conflicting viewpoints, and tracing the evolution of themes throughout history.
4. Analyze historical documents for meaning, context, and relationship to historical topics and issues.
5. Write effective historical essays with a strong thesis, supporting information, and develop a college-level writing style.

**Primary Textbook:**

* *The American Pageant* by Thomas A. Bailey, David M. Kennedy, Lisabeth Cohen, Houghton Mifflin, 2006,13th edition
* *The American Spirit, Volumes I and II* by Thomas A. Bailey and David Kennedy, 2006, 11th edition (Document books, arranged by chapter to enhance the textbook. Classroom set)

**Supplemental Texts:**

* *A History of Women in America* by Carol Hymowitz and Michaele Weissman (Classroom set)
* *U.S. History Skillbook with Writing Instruction and Practice* by Michael Henry, Ph. D. (Classroom set)
* *Threads of History: A Thematic Approach to Our Nation’s Story for AP U. S. History* by Michael Henry, Ph. D. (Classroom set)
* *AP U. S. History Multiple-Choice and Free-Response Questions with DBQ in Preparation For The AP United States History Examination* by Alan Proctor, Ph. D., 4th edition AKA: “Green” Review Book (Classroom set)
* *United States History Preparing for the Advanced Placement Examination* by John J. Newman and John M. Schmalbach, Amsco Publication AKA: Amsco Review Book (Classroom set)
* *There will also be various articles and handouts provided from time to time.*

**Classroom Expectations:**

Behavior: Students in this college level course will be treated with college-level respect and will therefore need to demonstrate a corresponding level of discipline, behavior, and responsibility.

Academic Responsibility: Students are expected to abide by ethical standards in preparing and presenting material which demonstrates their level of knowledge and which is used to determine grades. Such standards are founded on the basic concepts of honesty and integrity.

Supplies: Students need to bring the following materials to class each day – textbook, laptop, assignment, three-ring binder, loose-leaf paper, pen, pencil, highlighter, and agenda.

Notebook: Each student must maintain an AP U.S. History notebook. The notebook must be at least a one and a half inch three-ring binder with a set of dividers. It must be organized in the following fashion:
 Section 1 – Essential Questions, class discussion and lecture notes (dated)
 Section 2 – IDs (Identifications)
 Section 3 – Handouts: articles, primary source materials, maps
 Section 4 – Assignments
 Section 5 – Tests, quizzes, and review sheets

Technology: Laptop computers will be used often in this class for research purposes, so you will need to bring your laptop computer everyday. However, laptops will not be used for class notes. I do understand the convenience laptops offer for note-taking, but I also understand the temptation students have to multi-task, surf the internet, update fantasy football rosters or revise their facebook status. Granted, typing is usually faster than taking notes by hand, but dictation of the entire lecture is not the goal. I believe the ability of identifying the main points and ideas of a lecture to be a fundamental skill necessary for academic success.

Student Evaluation: Students are evaluated by means of unit tests, quizzes, written assignments, and special projects. Tests will have multiple-choice questions, short answer questions, and either a long essay question or a Document Based Question (DBQ). For essays, students will have 35 minutes in which to write a long essay question or 60 minutes to complete the Document-Based Question (DBQ). Essays are timed so students will become more skilled at working within the time constraints of the AP Exam. From time to time, for closure on an essay, the class uses peer evaluation by discussing the essay question based on a rubric and historical content. Comparing students’ work with sample essays and finding the positive and negative aspects of the “models” is a concrete way students can determine what they need to do to improve.

Attendance and make-up work: Each student is responsible for obtaining and completing all assignments on time. The Classroom Journalwill help you to determine what you missed and in it you will find any handouts distributed with your name written on it. I will not provide notes to students in case of absence, so it is important that you make connections early on with your classmates so that you can borrow their notes. Each class missed, excused or not, is a major loss because daily attendance is critical to success in the class.

**Grades**: Grades are determined by assigning points to unit exams, quizzes, written assignments, and special projects. Points are added up, divided by the points possible, and the percentage is determined.

School grading scale is: 90-100 A
 80-89 B
 70-79 C
 65-69 D
 Below 64 F

**Helpful Hints:**

* Read, Read, Read! Class work is based on the assumption that you have read the assigned material.
* Most classes will consist of lecture and discussion, so participate by asking questions and sharing insightful observations.
* Locate a “study buddy.” Preparing for tests and quizzes with a partner helps you calm down and become better organized in order to comprehend the vast amount of material studied.

**COUSEWORK**

With The American Pageant textbook, we will cover one chapter every two days. Taking into account review periods, tests, quizzes, discussions, and activities, this pace allows us to completely finish the book before the class ends in December.

**PART ONE – FOUNDING THE NEW NATION (c. 33,000 B.C. – A.D. 1783)**

Chapter 1 – New World Beginnings (33,000 B.C. – A.D. 1783)

Chapter 2 – Planting English America (1500 – 1733)

Chapter 3 – Settling the Northern Colonies (1619 – 1700)

Chapter 4 – American Life in the Seventeenth Century (1607 – 1692)

Chapter 5 – Colonial Society on the Eve of Revolution (1700 – 1775)

Chapter 6 – The Duel for North America (1608 – 1763)

Chapter 7 – The Road to Revolution (1763 – 1775)

Chapter 8 – America Secedes from the Empire (1775 – 1783)

**PART TWO – BUILDING THE NEW NATION (1776 – 1860)**

Chapter 9 – The Confederation and the Constitution (1776 – 1790)

Chapter 10 – Launching the New Ship of State (1789 – 1800)

Chapter 11 – The Triumphs and Travails of the Jeffersonian Republic (1800 – 1812)

Chapter 12 – The Second War for Independence and the Upsurge of Nationalism (1812 – 1824)

Chapter 13 – The Rise of Mass Democracy (1824 – 1840)

Chapter 14 – Forging the National Economy (1790 – 1860)

Chapter 15 – The Ferment of Reform and Culture (1790 – 1860)

**PART THREE – TESTING THE NEW NATION (1820 – 1877)**

Chapter 16 – The South and the Slavery Controversy (1793 – 1860)

Chapter 17 – Manifest Destiny and Its Legacy (1841 – 1848)

**FALL BREAK (OCTOBER 6 -10)**

Chapter 18 – Renewing the Sectional Struggle (1848 – 1854)

Chapter 19 – Drifting Toward Disunion (1854 – 1861)

Chapter 20 – Girding for War (1861 – 1865)

Chapter 21 – The Furnace of Civil War (1861 – 1865)

Chapter 22 – The Ordeal of Reconstruction (1865 – 1877)

**PART FOUR – FORGING AN INDUSTRIAL ECONOMY (1869 – 1909)**

Chapter 23 – Political Paralysis in the Gilded Age (1869 – 1896)

Chapter 24 – Industry Comes of Age (1865 – 1900)

Chapter 25 – America Moves to the City (1865 – 1900)

Chapter 26 – The Great West and the Agricultural Revolution (1865 – 1896)

Chapter 27 – Empire and Expansion (1890 – 1909)

**PART FIVE – STRUGGLING FOR JUSTICE AT HOME AND ABROAD (1901 – 1945)**

Chapter 28 – Progressivism and the Republican Roosevelt (1901 – 1912)

Chapter 29 – Wilsonian Progressivism at Home and Abroad (1912 – 1916)

Chapter 30 – The War to End War (1917 – 1918)

Chapter 31 – American Life in the “Roaring Twenties” (1919 – 1929)

Chapter 32 – The Politics of Boom and Bust (1920 – 1932)

Chapter 33 – The Great Depression and the New Deal (1933 – 1939)

Chapter 34 – Franklin D. Roosevelt and the Shadow of War (1933 – 1941)

Chapter 35 – American in World War II (1941 – 1945)

**THANKSGIVING BREAK (NOVEMBER 26-28)**

**PART SIX – MAKING MODERN AMERICA (1945 – PRESENT)**

Chapter 36 – The Cold War Begins (1945 – 1952)

Chapter 37 – The Eisenhower Era (1952 – 1960)

Chapter 38 – The Stormy Sixties (1960 – 1968)

Chapter 39 – The Stalemated Seventies (1968 – 1980)

Chapter 40 – The Resurgence of Conservatism (1980 – 1992)

**CHRISTMAS BREAK (DECEMBER 19 – JANUARY 1)**

**APUSH REVIEW (MAY 4-8, 11-12)**

**APUSH TEST (Wednesday, MAY 13 – Morning Session)**

**Advanced Placement English Language and Composition**

**Purpose of the Course**

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. College Board Advanced Placement exam will be offered to those who successfully complete the course.

**Course Objectives**

Upon completion of this course, students should be able to

* Analyze and interpret samples of good writing, identifying and explaining an author’s use of rhetorical strategies and techniques **(*RI.12.1)(RI.12.5)(L.12.4)(SL.12.3)***
* Apply effective strategies and techniques in their own writing ***(W.12.1)(L.12.3)***
* Create and sustain arguments based on readings, research, and/or personal experience **(*W.12.1) (W.12.3)(SL.12.1)***
* Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writing ***(RI.12.6)(W.12.2)(L.12.3)***
* Write for a variety of purposes ***(W.12.1) (W.12.2) (W.12.3)(L.12.1)(SL.12.6)***
* Produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary source material, cogent explanations, and clear transitions **(*W.12.1)(W.12.2) (W.12.9)(L.12.4)***
* Demonstrate understanding of the conventions of citing primary and secondary source material **(*W.12.9)(L.12.3)(SL.12.2)***
* Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review **(*W.12.5)(L.12.2)***
* Write thoughtfully about their own process of composition **(*W.12.10)(L.12.1)***
* Revise a work to make it suitable for a different audience **(*W.12.10)(L.12.4)(SL.12.6)***
* Analyze image as text **(*RI.12.7)***
* Evaluate and incorporate reference documents into researched papers **(*W.12.7) (W.12.8) (W.12.9)(L.12.3)***

***\* Correlation with Common Core State Standards in parentheses***

**Course Content**

Vocabulary: High-frequency vocabulary words (both content-specific and general) will be highlighted and students will work to learn to apply them. Students will complete vocabulary projects and have periodic vocabulary quizzes.

Grammar: We will practice ACT grammar daily and in the context of whatever we are reading. There will be a grammar quarter-term, midterm, and final quiz separate from the final exam. Students will analyze their own diagnostic tests and formulate individualized plans for improvement.

Informed Citizenship: You will read and analyze articles about contemporary issues. You will select an issue to follow over the third quarter of class and select a writer to follow the fourth quarter of class. A writing and presentation will be due at the completion of the project.

Outside Reading: In addition to the history textbook reading, you will select two novels to read throughout the year (one each semester) from the provided reading list. We will also occasionally be reading important writing/literature together in class.

Timed Writing: In-class exercises include review of and response to released essay prompts. Some responses will focus on a particular rhetorical strategy, conventions of mode, thesis development, ideas for elaboration/support, introductions, conclusions, or actually completion of the entire essay. Formal individual writing of complete essays will take place quarterly.

**Course Outline**

**Weeks 1-2:** Introduction to AP course, Grammar Pre-Test, Analysis of Diagnostic Quiz

**Weeks 3-4:** Genre Focus: Letters

**Weeks 5-6:** Genre Focus: Speeches

**Weeks 7-8:** Narration: Strategies for Analysis of Narrative Writing

**Weeks 9-10:** Comparative Analysis

**Week 11-12:** Description: Strategies for Conveying Ideas

**Weeks 13-14:** Definition: Strategies for Conveying Ideas

**Weeks 15-18:** Argumentation and Persuasion: Strategies for Influencing Others

**Weeks 19-20:** Continue Argument:Process and Directions: Strategies for Explaining How To…

**Weeks 21-22:** Synthesis Writing

**Weeks 23-26:** Synthesis andVisual Literacy

**Weeks 27-28:** Multiple-Choice Strategies

**Weeks 29-30:** Satire and Irony/Multiple-Choice Strategies

**Week 31-36:** Reflection in Writing/AP Review

 \*Research/synthesis papers, documentary review, formal book review, banned book argumentative paper, and comparative analysis presentation require student to utilize research skills, evaluate, and cite source materials using MLA format.

**Student Texts**

Frames of Mind: A Rhetorical Reader with Occasions for Writing Hodges’ Harbrace Handbook

DiYanni, Robert and Pat C. Hoy II Fifteenth Edition

Thomson Wadsworth, Boston, 2005 Glenn, Cheryl, Robert Keith Miller,

 Suzanne Strobeck Webb, Loretta

Everything’s An Argument with Readings Gray and John Hodges

Third Edition Thomson, United States, 2004

Lunsford, Andrea A., John J. Ruszkiewicz and Keith Walters

Bedford/St. Martin’s, Boston, 2004 Vocabulary Cartoons: Building

 an Educated Vocabulary with

The Riverside Reader Visual Mnemonics

Eighth Edition Burchers, Sam, Max and Brian

Peterson, Raj., Joseph Trimmer and Maxine Hairston New Monic Book, Inc.,

Houghton Mifflin Co., Boston, 2005 Punta Gorda, FL, 1997

**Reference Texts (Instructor)**

Everyday Use: Rhetoric at Work in Reading and Writing The Elements of Style

AP Edition Fourth Edition

Roskelly, Hephzibah and David A. Jolliffe Strunk, Jr., William and EB White

Pearson, New York, 2005 Longman, New York, 2000

Patterns for College Writing: A Rhetorical Reader and Guide A Handlist of Rhetorical Terms

Ninth Edition Second Edition

Mandell, Stephen R. and Laurie G. Kirszner Lanham, Richard A.

Bedford/St. Martin’s, Boston, 2003 University of California Press,

 Berkeley, CA, 1991

Classical Rhetoric for the Modern Student

Fourth Edition Short Takes

Corbett, Edward P.J. and Robert J. Connors Model Essays for Composition

Oxford University Press, New York, 1999 Tenth Edition

 Penfield, Elizabeth

 Pearson, New York, 2010

**Grading Scale**

The course will follow the Daviess County Board of Education mandated scale. Each project, paper, quiz, etc. is assigned to demonstrate or refine a skill that is necessary for college-bound students. **Turn your assignments in complete and on time**. Late work will only be accepted one day late and given a score of no more than 50% of the original grade.

|  |  |  |  |
| --- | --- | --- | --- |
| 100-90 | A |  | **Distribution of Grades** |
| 89-80 | B |  | Tests/Projects/Essays 70%  |
| 79-70 | C |  | Daily/Homework/Quizzes 30% |
| 69-65 | D |  |  |

**Expectations**

* Be respectful of me and each other.
* Enter the room on time and with all required materials including books, assignments, pen, etc.
* You may email EVERY assignment to me unless specifically instructed not to do so. If you print your assignments, print out all assignments BEFORE coming to class.
* Turn in assignments on due date.
* Take care of personal business (grooming, restroom, phone calls) during breaks or lunch time.
* Food, drinks, and gum are fine until the FIRST time I have to clean up after you.
* Profanity will not be tolerated.
* And woe be unto you if you decide to cheat. Refer to the student agenda regarding policy. If I catch you, you will be subject to punishment. If I don’t catch you, you could be missing out on something that will help you in life! There is a certain amount of factual information you must learn, however, I am much more interested in your original

 interpretation of the ideas in the text. Cheating defeats the whole purpose.

**Policy for Make Up Work**

Tests and long quizzes will be sent to the testing center to be completed before or after school. The center will be available on Monday and Wednesday afternoons as well as Tuesday and Thursday mornings. Short quizzes and homework assignments will be placed in the appropriate tray on my desk. You have five days to make up assignments.  **It is your responsibility to inquire about missed assignments**.

**Tardy Policy**

You are considered tardy if you are not in the room when the bell rings. The first tardy will result in a warning, the second in a DM, and the third in a detention issued by administration. See agenda book for details.

**Room Exit Policy**

No exits from the room will be allowed without **YOUR OWN** agenda book initialed by me. Take care of business during breaks because our class time is so precious.

**Class Dismissal Policy**

Stay seated until the bell sounds. Standing in a clump in the doorway is a fire hazard and if I die in a fire because you clogged to doorways, I will come back and haunt you.

To laugh often and much, to win the respect of intelligent people and the affection of children, to earn the appreciation of honest critics… to appreciate beauty, to find the best in others, to leave the world a bit better… to know even one life has breathed easier because you have lived. This is to have succeeded!

--Ralph Waldo Emerson