Advanced Placement United States History (APUSH)  
Course Syllabus  
Glencoe High School, 2016-2017 School Year

Patrick Ackerman, Instructor  
*University of Wisconsin-Whitewater.*  
*Major: History, Education*  
*Minor: Biology*  
*Lewis & Clark College. MS: Educational Leadership & Administration*  
Classroom: 227  
Class Schedule: 1A, 2A

503-844-1900  
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Office hours: by appointment

**Course Description:**

Advanced Placement United States History is designed to be the equivalent of an introductory U.S. history course at the college level. Its content takes the form of a survey of U.S. history, from the period of Pre-Columbian societies in the Americas to the dawn of the twenty-first century. In addition to chronological coverage, students will also examine topics that fall into the areas of economic history, cultural and intellectual history, and social history, as well as political-constitutional and diplomatic history. Students will learn to employ the skills of a historian, reading documents and articles, assessing historical materials and interpreting and analyzing historical questions. Since a primary objective of the course is to prepare students for intermediate and advanced college courses, they will be expected to manage the demands of a full-year introductory college course. Consequently, students will be reading an average of 40 or more pages of a college-level textbook per week, as well as supplementary articles, book excerpts, and historical documents. They will be required to engage in serious study, discussion, and analysis in class exercises, and they will be required to do an extensive amount of writing, particularly timed essay writing. This experience and practice will prepare them for the College Board’s A.P. United States History exam in May, the culminating experience of the course. Based on their performance on this exam, students may earn college credit.

This course satisfies the Hillsboro School District and the State of Oregon graduation requirement for U.S. history.

For additional information on the Advanced Placement United States History course, please visit the College Board’s AP Central site at:


**Ackerman's Guiding Principles in the Classroom:**

- All people in the classroom, students, teachers, administrators, substitute teachers, and guests, have the right to be treated with courtesy and respect at all times. Behaviors and comments that interfere with learning, teaching, safety, and the general classroom environment will result in disciplinary action.

- The subjects of study, class activities, and class assignments are designed, selected, and assigned according to state, district, and school guidelines and standards, as well as the A.P. United States History course guide by the College Board.
The rules and policies of Glencoe High School and the Hillsboro School District will be enforced and followed. Please refer to the Glencoe High School Student/Parent Handbook for a full description of GHS policies and the Hillsboro School District Standards of Student Conduct for 2016-17.

Course Organization:

APUSH is organized in 2-week units, which begin the week of September 6, 2016 and end late April 2017. Each unit focuses on the content covered by three chapters in the course textbook. Students meet in class every other day, for a total of 4 to 5 days per unit (as determined by the school calendar, and adjusted for cut/snow days). Students will be provided a detailed quarterly calendar in which the units and class agendas will be described.

Every unit is organized around a variation on the APUSH acronym:

**A:** Appraise & advance. The unit content is introduced; time is provided for analysis and reflection on the previous unit’s assessments; students practice historiography skills through document reading and analysis, examine historical interpretations, etc.

**P:** Peruse (the time period). Lecture #1; students are required to take notes in the Cornell Notes format.

**U:** Understand (the time period). Lecture #2; students are required to take notes in the Cornell Notes format.

**S:** Study and skill-building. Students practice specific skill exercises in historical reading, analysis, and historiography; key themes, issues, etc. are reviewed and studied.

**H:** Honest assessment. Students are assessed on historical knowledge and their ability to write a quality timed analytical essay in response to a college level/AP exam style prompt.

Pacing of the course is intense; the overwhelming majority of the course content will be completed by the end of third quarter, in April. Please review the course-pacing guide included in this syllabus.

General Course Bibliography:


Examples of supplemental texts (for articles, historical documents, etc.) –


Organization of American Historians. *Magazine of History.* ISSN 0882-228X.
Documentaries and Films –

Selected clips from documentaries or films may be shown to provide historians’ interpretations and analyses of historical issues and/or an illustration or re-enactment of historical events during class. Clips will come from sources such as, but not limited to, the following:


**Recommended Resources for Students:**

Many APUSH students find that they want personal copies of U.S. history guides and resources to help them study for the course and prepare for the AP exam. The following two resources are highly recommended, but not required for the course:

   **This book I highly recommend above all others.** Year after year, students rate this book highly in their end of the course evaluations as a supplemental text.

**Course Grading:**

The following grading scale will be used to calculate students’ grades in the course: A: 100%-90, B: 89-80, C: 79-70, D: 69-60, F: 59% and below.

Students will receive letter grades on coursework and exams, in addition to pertinent feedback.

Essays will be scored using the general rubric employed by the College Board on the Advanced Placement United States History exam; students will be provided with grade-equivalent information, as well as the rubric score. Please note that letter grade equivalents will change over the course of the year, as students gain proficiency in their essay-writing skills (e.g., a score of “4” on an essay in October may receive a grade of “B”, but a score of “4” on an essay in March may receive a grade of “C-”). Shifts will be communicated to students in a timely manner. A copy of the general APUSH essay rubric is included in this syllabus.

Grading categories for the course are distributed as follows:

**First Semester:**
- 45% Unit Exams
- 20% Historical Analysis Skills
  (Historical Analysis Skills include critical response to as well as analysis and interpretation of historical documents, articles and book excerpts by historians, statistical information, graphs, charts, maps, etc. Exercises involving scholarly reading practices, such as text annotation, note-taking, written response, questioning the text/author, SOAPS, etc. and historical writing are also included in this category.)
- 15% Comprehensive Exams
- 10% Lecture Notes
- 10% Formative work – class practice exercises

**Second Semester:**
- 45% Unit Exams
- 15% Historical Analysis Skills
- 10% Comprehensive Exams
- 10% Lecture Notes
- 10% Final Project (following the AP exam on May 5)
- 10% Formative work – class practice exercises

In addition to the course hours in the classroom, the students are expected to complete work outside of class. For APUSH, students will fulfill this credit hours requirement through assigned textbook reading, as well as supplementary reading and course preparation activities (e.g., preparing questions for a Socratic Seminar).

**RE: Electronics policy.** The course will follow the electronics policy stated in the Glencoe Student Handbook. At times, students will be allowed to use their cell phone as a learning tool, but this will be explicitly stated by me. All other times, students are expected to use their phones responsibly, meaning muted and away. If students develop a pattern of not using phones in a responsible way (texting etc.) the phone will be taken away for the class period and if the behavior continues parents or guardians will be contacted.

**RE: Absences and make-up work.** As per district policy, students will be given one extra day for every day of excused absence (illness, family emergency, religious observance, etc.) to make up missed work. Retrieving assignment information after an absence is the student’s responsibility. To determine what they have missed, students should first check the posted course website and review
their copies of the quarterly calendar and syllabus before checking with the teacher. Work assigned prior to an absence is due immediately upon a student’s return, except under extenuating circumstances.

**RE: Absences related to field trips.** A field trip is similar to a pre-arranged absence. Students need to meet with the teacher prior to a field trip to clarify due dates and get any new work that will be assigned the day the student will miss. As per policy, students are expected to complete all newly assigned work, and all arrangements for make-up tests will be made immediately upon return, if not done so prior to the field trip.

**RE: Late work and missing work.** APUSH students’ homework is comprised primarily of textbook reading and study, with some additional reading assignments for purposes of applied historical reading. If work is not turned in by the end of the unit, that assignment will be given the letter grade of F. If a pattern of missing and/or late work becomes evident, the instructor will schedule a conference with the student (and, if merited, the student’s counselor, and/or parents/guardians, and/or a school administrator) so as to compose a work management plan. If a student reaches the point where the above interventions are not effective and there is enough missing work that an accurate assessment of the students knowledge is not possible, a student may receive a No Grade. If this is need the instructor will meet with both the student, parent/guardians and councilor to create a plan for the student to reaches enough work for an accurate assessment. The student will not have a “grade” on the transcript until the predetermined work is turned in. The work is not turned in by the agreed upon date, the No Grade will turn into an F.

**APUSH Course Pacing and Textbook Reading Guide**

*These dates are approximate as circumstances may flex these dates. That stated, I strive to keep on pace to ensure time for review prior to the exam in May.*

<table>
<thead>
<tr>
<th>UNIT</th>
<th>NUMBER OF DAYS</th>
<th>DATES</th>
<th>FOCUS</th>
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<tbody>
<tr>
<td>0.5</td>
<td>2</td>
<td>Sept. 7-9</td>
<td>Pre-Columbian period in the Americas; European explorers; Spain in the Americas Chapter 1</td>
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<tr>
<td>1</td>
<td>5</td>
<td>Sept. 13-23</td>
<td>1500-1700: England’s colonies established; African Americans enslaved in the southern colonies; middle and New England colonies Chapters 2, 3, and 4</td>
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<td>2</td>
<td>5</td>
<td>Sept. 27-Oct 7</td>
<td>1700-1775: 18th c. social history; First Great Awakening; Anglo-French rivalries &amp; Seven Years War; Revolutionary period Chapters 5, 6, and 7</td>
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<td>3</td>
<td>4</td>
<td>Oct. 11-20</td>
<td>1775-1800: Revolutionary War; Constitutional Convention; establishment of U.S. government; early diplomacy of U.S. Chapters 8, 9, and 10</td>
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<td>4</td>
<td>5</td>
<td>Oct. 24-Nov 3</td>
<td>1800-1840: Jefferson; Madison; War of 1812; Era of Good Feelings; Jackson; Texas; Jacksonian Democracy Chapters 11, 12, and 13</td>
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<td><em><strong>END OF FIRST QUARTER</strong></em></td>
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<td>5</td>
<td>Nov. 8-23</td>
<td>1790-1860: Antebellum social history; immigration; industrial revolution; Second Great Awakening; southern society; social movements; Market Revolution – Presidents Quiz #1 Chapters 14, 15, and 16</td>
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<td>6</td>
<td>5</td>
<td>Nov. 29-Dec 9</td>
<td>1841-1861: Manifest Destiny; Mexican War; Compromise of 1850; deterioration of the union Chapters 17, 18, and 19 - Comprehensive Exam, 1500-1850 (12/5)</td>
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<td>7</td>
<td>5</td>
<td>Dec. 13-Jan.9</td>
<td>1861-1877: Civil War; Lincoln; Reconstruction – Presidents Quiz #2</td>
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**APUSH Course Pacing and Reading Guide, cont’d.**

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<th>UNIT</th>
<th>NUMBER OF DAYS</th>
<th>DATES</th>
<th>FOCUS</th>
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<tr>
<td>15</td>
<td>4</td>
<td>April 25-May 3</td>
<td>Review and practice</td>
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<td>- <em>Comprehensive Exam, 1900-Present</em></td>
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<td></td>
<td>- <em>Presidents Quizzes #10 and #11</em></td>
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<td></td>
<td>(Final/Summative)</td>
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<td>- “35 Dates to Remember” Exam</td>
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**TARGET REACHED! May 5, 2017**
7:30 a.m. – 12:30 p.m.
2017 Advanced Placement United States History Exam

**Final Project May 8-June 16 TBA:**
PART I
Student Affirmation of Course Syllabus Review

I received a copy of the Advanced Placement United States History course syllabus and reviewed its contents. Mr. Ackerman answered my questions and provided clarification.

I understand and accept the expectations, policies, and requirements of this course.

________________________________            __________________________________
Student's signature                           Date

Student's name, printed: ________________________________

PART II
Parents'/Guardians' Affirmation of Course Syllabus Review

Dear Parent(s)/Guardian(s):

Your son or daughter and I have reviewed and discussed the course syllabus for Advanced Placement United States History; your review is also important. Please read and discuss the syllabus with your son or daughter. If you have any questions or concerns, please do not hesitate to contact me (503-844-1900, or ackerman@hsd.k12.or.us).

Thank you for taking the time to study the course syllabus.

Sincerely,

Patrick Ackerman

Please initial the space provided.

______ I have reviewed the course syllabus for Advanced Placement U.S. History. I understand and accept the expectations, policies, and requirements of this course for my son or daughter.

(Please initial the space provided.)

________________________________            __________________________________
Parent's/Guardian's signature                   Date

Parent’s/Guardian’s name, printed: ________________________________

Phone number                                    Email