

Advanced Placement US History 11 2024-25 Syllabus

Teacher: Ms. Jill Ellzey

Email: jillian.ellzey@hartselletigers.org

Google Classroom  f33dhog

Instruction will be given using a variety of teaching methods with a heavy emphasis on lectures and discussion. The student will be required to analyze and evaluate material in formal essays and multiple-choice tests.

Requirements

The student will be required to complete the following:

- Unit tests—multiple-choice, short answer, and/or essay
- Variety of daily grades including, but not limited to, Chapter outlines, vocabulary, in-class notes, & quizzes
- Analyze and assess primary source documents for DBQs
- Assess and complete written analysis of outside written and visual material
- Research and write a detailed paper on a person (or people) or event within a specified era

Course Objectives:

Student will:

- Master a broad body of historical knowledge
- Demonstrate an understanding of historical chronology
- Use historical data to support an argument or position
- Interpret and apply data from original documents
- Prepare for and successfully pass the AP Exam

Course Readings and Text

- *The American Pageant: A History of the American People*
- *AMSCO- US History Preparing for the Advanced Placement Examination*

Units of Study

Themes	Concept
American and National Identity (NAT)	How has the American national identity changed over time?
Work, Exchange, Technology (WXT)	How have changes in markets, transportation, and technology affected American society?
Migration and Settlement (MIG)	How have changes in migrations and population patterns affected American life?
Politics and Power (POL)	How have various groups sought to change the federal government's role in American political, social, and economic life?
America in the World (WOR)	How has U.S. involvement in global conflicts set the stage for domestic social changes?
Geography and the Environment (GEO)	How did the institutions and values between the environment and Americans shape various groups in North America?
Culture and Society (CUL)	How have changes in moral, philosophical, and cultural values affected by U.S. History?

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Day-By-Day

Because we have SO much information to cover, we will have specific routines to utilize class time fully.

1. **Please come to class prepared.** This includes:

- Bring notes, assignments, binder, paper, pens and Chromebook/computer each day. You'll likely use all of it.

2. **Class starts at the bell** – not 5 minutes after it rings. We need every second! As you come into class, please

- Get out your notes and bell ringer so you can begin when the bell rings.

If you follow this routine daily, you will find class time is more efficient and Ms. Ellzey is happy!

3. **Using the class time:** Each day we will do one or more of the following:

- Bell work and Q & A as review of previous lessons or preview of the day's lesson
- Activities, such as debates, projects, simulations or stations, small-group discussion or document/image shuffles
- Review games and activities to keep the content fresh in your mind and check for understanding
- Quizzes, planned or pop – **ALWAYS** be prepared
- Videos or clips of videos with discussion questions

4. **Find a partner!** You will work with someone regularly for a variety of activities. You need someone to study with, proofread assignments, and act as an accountability partner.

Advanced Placement US History Exam → May 5, 2023 3 hours 15 minutes

Section	Time Allotted	Percentage	Summary
55 Multiple Choice	55 minutes	40%	The questions in the multiple-choice section come in sets of usually 3–4 questions based on the same stimulus. The questions will include one or more sources to respond to such as primary and secondary texts, images (for example, artwork, photos, posters, cartoons), charts, and maps.
3 Short Answer	40 minutes	20%	In the short-answer section, you'll write answers to questions in your test booklet. Some questions include texts, images, graphs, or maps. <ul style="list-style-type: none"> • Question 1 is required, includes 1–2 secondary sources, and focuses on historical developments or processes from 1754–1980. • Question 2 is required, includes 1 primary source, and focuses on historical developments or processes from 1754–1980. • You can choose between Question 3 (which focuses on historical developments or processes from 1491–1877) and Question 4 (which focuses on historical developments or processes from 1865–2001) for the last question. No sources are included for either Question.
Document Based Question	60 minutes	25%	The 60-minute time limit for this section includes a 15-minute reading period. You'll be presented with seven documents that give various perspectives on a historical development or process. You'll be asked to develop and support an argument based on these documents and other evidence from your own knowledge. The topic of the document-based question will include historical developments or processes between the years 1754 and 1980.
Long Essay	40 minutes	15%	You'll have a choice of three questions; you'll pick one to answer. Each tests the same skills and reasoning process but the questions focus on historical developments and processes from different time periods (1491–1800, 1800–1898, 1890–2001). You'll be asked to develop and support an argument based on evidence.

Period 1: 1491-1607 4-6% of AP Exam

American Pageant Chapters 1-2

Key Concept 1.1 As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.

Key Concept 1.2: Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.

Topics:

- Native American societies before European contact
- European exploration in the New World
- The Columbian Exchange
- Labor, slavery, and caste in the Spanish colonial system
- Cultural interactions between Europeans, Native Americans, and Africans

Period 2: 1607-1754 6-8% of AP Exam

American Pageant Chapters 2-5

Key Concept 2.1: Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.

Key Concept 2.2: The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control.

Topics:

- How different European colonies developed and expanded
- Transatlantic trade
- Interactions between American Indians and Europeans
- Slavery in the British colonies
- Colonial society and culture

Period 3: 1754–1800 10-17% of AP Exam

American Pageant Chapters 5-10

Key Concept 3.1: British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.

Key Concept 3.2: The American Revolution's democratic and republican ideals inspired new experiments with different forms of government.

Key Concept 3.3: Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.

Topics:

- The Seven Years' War
- The American Revolution
- The Articles of Confederation
- The creation and ratification of the Constitution
- Developing an American identity
- Immigration to and migration within America

Period 4: 1800–1848 10-17% of AP Exam

American Pageant Chapters 11-17

Key Concept 4.1: The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and change their society and institutions to match them.

Key Concept 4.2: Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.

Key Concept 4.3: The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation's foreign policy and spurred government and private initiatives.

Topics:

- The rise of political parties
- American foreign policy
- Innovations in technology, agriculture, and business
- Debates about federal power
- The Second Great Awakening
- Reform movements
- The experience of African Americans

Period 5: 1844 - 1877 10-17% of AP Exam

American Pageant Chapters 18-22

Key Concept 5.1: The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries.

Key Concept 5.2: Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.

Key Concept 5.3: The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.

Topics:

- Manifest Destiny
- The Mexican–American War
- Attempts to resolve conflicts over the spread of slavery
- The election of 1860 and Southern secession
- The Civil War
- Reconstruction

Period 6: 1865 - 1898 10-17% of AP Exam

American Pageant Chapters 23-26

Key Concept 6.1: Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.

Key Concept 6.2: The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.

Key Concept 6.3: The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.

Topics:

- The settlement of the West
- The "New South"
- The rise of industrial capitalism
- Immigration and migration
- Reform movements
- Debates about the role of government

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Period 7: 1890 - 1945 10-17% of AP Exam

American Pageant Chapters 27-36

Key Concept 7.1: Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.

Key Concept 7.2: Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.

Key Concept 7.3: Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world.

Topics:

- Debates over imperialism
- The Progressive movement
- World War I
- Innovations in communications and technology in the 1920s
- The Great Depression and the New Deal
- World War II
- Postwar diplomacy

Period 8: 1945 - 1980 10-17% of AP Exam

American Pageant Chapters 37-40

Key Concept 8.1: The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences.

Key Concept 8.2: New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.

Key Concept 8.3: Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.

Topics:

- The Cold War and the Red Scare
- America as a world power
- The Vietnam War
- The Great Society
- The African American civil rights movement
- Youth culture of the 1960s

Period 9: 1980 - Present 4-6% of AP Exam

American Pageant Chapters 41-42

Key Concept 9.1: A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades.

Key Concept 9.2: Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes.

Key Concept 9.3: The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world.

Topics:

- Reagan and conservatism
- The end of the Cold War
- Shifts in the economy
- Migration and immigration
- Challenges of the 21st century

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AP US History Commitment

I understand that I am expected to come to class every day prepared and with an attitude to learn. I understand that I am responsible for learning a large amount of information this school year. I understand that our time in class is short and extremely valuable, and disruptions of any kind will not be tolerated.

I understand that this is a college course with college-level expectations, and I understand that my work will be held to a college-level standard.

I understand that I will have to work on a regular basis and that I am expected to complete all work to the best of my ability.

I understand that to do the best, I possibly can, I should review my course readings on a regular basis; I understand that "cramming" for a test may result in a low grade on that test or the course in general.

I understand that the teacher will be available to help me before or after school by appointment and if my grade falls below a 70, I must seek out my teacher for help.

I will read all texts that are assigned, and I will take notes and/or complete assignments on those texts.

I understand that I should try to keep my absences to a minimum (including, if possible, school function absences) since no amount of make-up work can substitute for quality teaching.

I understand that if I am aware of an upcoming absence, I am to collect the work I will miss ahead of my absence, and have it completed by the day I come back to class.

I understand that if I have an assignment that is due on the day of a planned absence, I will hand that assignment in prior to the absence. I will not skip class to avoid taking tests or turning in essays.

I understand that I have 5 school days after an absence to make up a test or assignment and failing to make up tests/assignments within the 5 days will result in a zero for the assignment.

I understand that all assignments are due on the date given and late work will be accepted at a penalty of 10% for each day late. After

I understand that a major objective of this course is to make me knowledgeable about US History and prepare me for college and earn a qualifying score on the AP exam in May of 2025.

I understand that I will be held to high standards, including but not limited to academic honesty.

Student Name: _____ Class Period: _____

Student signature: _____ Date: _____

Parent signature: _____ Date: _____

Parent Phone Number: _____ Email: _____

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Guidelines and Supplies

<u>Class Guidelines</u>	<u>Discipline</u>
<ol style="list-style-type: none"> 1. Treat EVERYONE with respect. 2. Listen carefully to directions 3. Be in class when the tardy bell rings. 4. Bring ALL books and materials to class every day! 5. Follow all policies and procedures outlined in the HHS & Hartselle City Schools handbooks 	<p>Failure to follow classroom guidelines will result in:</p> <ol style="list-style-type: none"> 1. Teacher/Student Conference 2. Call parent 3. Parent conference 4. Office referral

Severity Clause:

Students exhibiting any form of severe behavior that endangers students, violates the law, or seriously prevents the teacher from teaching or other students from learning, will be referred to administration. The teacher reserves the right to remove a student without prior consequences depending on the severity of the situation.

Academic Dishonesty/Plagiarism:

1st Instance: Students with cases of academic dishonesty will receive a zero for the assignment along with an automatic parent-teacher conference.

Any additional instances: Students with cases of academic dishonesty will receive a zero for the assignment along with an automatic office referral and parent-teacher conference.

<u>Grading</u>	<u>Grading Scale</u>
<p>60%: Tests, DBQs, Projects</p> <p>40%: Quizzes, Notes, In-class assignments & Participation</p>	<p>90-100: A</p> <p>80-89: B</p> <p>70-79: C</p> <p>60-69: D</p> <p>59-below: F</p>

Technology:

Technology will be used for most in-class assignments. Devices used for anything not related to class (all social media, texting, etc.) are subject to confiscation & disciplinary action.

Make-up Policy/Late Work:

Quizzes can be made up before school within 5 days of the quiz date at 7:45. To make up an exam, you must make an appointment with me to stay after school to take the test within 5 days of the exam. If you fail to make up the test within the time parameters, you forfeit the right to make it up. Late work will be accepted at a penalty of 10 % per day. Tutoring will be available after school on Tuesdays & Thursdays from 3:15-4:00. Any student with an average of below 70 will be required to come to tutoring.

Items for class: ***Suggested but NOT required: AN AP Prep book

- Chromebook
- Pen (Black or Blue ink ONLY!)
- Binder with Dividers & Loose-leaf paper
- Highlighters
- Post its
- Colored pencils

Please bring two of the following supplies: Copy Paper and 1 of the following: Clorox Wipes, Hand sanitizer, Paper Towels, or Kleenex