Teacher(s): Mr. R.A. Henery
Room Number: 205A
107A (4th Period)
Semester: Fall 2014

Phone Number: 678-874-6394
**Email: roger_a_henery@fc.dekalb.k12.ga.us
Class website: http://fc.dekalb.k12.ga.us/~roger_a_henery/
Assignment email: mrhenery@gmail.com
Tutorial Days: Mondays & Tuesdays
Tutorial Hours: 3:20-4:00

Course Description: Advanced Placement United States History is a comprehensive course that covers U.S. history from the time of the earliest settlers in North America to the early 21st century. Students will conclude the year with both a National Exam from College Board on Friday, May 8, 2015 at 8 AM, and an End of Course Assessment (EOCT), which accounts for 20% of your overall grade for the year.

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 receive college credit.

Mastery of content is 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

Course Objectives

Students will:
- Demonstrate a mastery of a broad body of historical knowledge.
- Use historical evidence to defend and support basic arguments and positions.
- Differentiate between various schools of historical thought and interpretation.
- Interpret and draw conclusions from various pieces of historical data including original documents, cartoons, graphs, etc.
- Demonstrate an effective use of analytical skills of evaluation, cause-and-effect relationships and compare and contrast.
- Work effectively in groups to produce products, make presentations, and solve problems.

DeKalb County School District Grade Categories:

<table>
<thead>
<tr>
<th>GRADING CATEGORIES</th>
<th>*GRADE PROTOCOL</th>
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</thead>
<tbody>
<tr>
<td>Formative Assessment % (formal or informal pre-assessments) - 0</td>
<td>A90 – 100</td>
</tr>
<tr>
<td>Assessment During Learning (skills assessment, warm ups, Quiz, Projects) – 25%</td>
<td>B80 – 89</td>
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<tr>
<td>Guided, Independent, or Group Practice (Classwork, Project/Performance, homework) – 45%</td>
<td>C71 – 79</td>
</tr>
<tr>
<td>Summative Assessment or Assessment of Learning (Formal Post-Assessment Test, Culminating Project or performance, Final or Culminating Exam) – 30%</td>
<td>D70</td>
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<td>F Below 70</td>
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P (pass) F (fail)
Textbooks and Resources:


*United States History: Preparing for the Advanced Placement Examination;*


**UNITS OF STUDY:**
This class is divided into nine periods as designated by the College Board in the official redesign of the APUSH curriculum. (Note the period within each unit below)

| U.S. History Course Outline: |
|---|---|
| **1st Semester** | **2nd Semester** |
| **Unit 1** | **Unit 6** |
| Period 1: 1491-1607 | Period 7: 1890-1920 |
| Chapter 1: A New World of Many Cultures, 1491-1607 | Chapter 20: Becoming a World Power, 1898-1917 |
| Period 2: 1607-1754 | Chapter 21: The Progressive Era, 1901-1917 |
| Chapter 3: Colonial Society in the 18th Century | |
| **Unit 2** | **Unit 7** |
| Period 3: 1754-1800 | Period 7: 1920-1945 |
| Chapter 4: Imperial Wars and Colonial Protest, 1754-1774 | Chapter 23: The Modern Era of the 1920s |
| Chapter 5: The American Revolution and Confederation, 1774-1787 | Chapter 24: The Great Depression and the New Deal, 1929-1939 |
| **Unit 3** | **Unit 8** |
| Period 4: 1800-1848 | Period 8: 1945-1980 |
| Chapter 7: The Age of Jefferson, 1800-1816 | Chapter 26: Truman and the Cold War, 1945-1952 |
| Chapter 8: Nationalism and Economic Development, 1816-1848 | Chapter 27: The Eisenhower Years, 1952-1960 |
| Chapter 9: Sectionalism, 1820-1860 | Chapter 28: Promise and Turmoil, The 1960s |
| Chapter 10: The Age of Jackson, 1824-1844 | |
| Chapter 11: Society, Culture, and Reform, 1820-1860 | |
| **Unit 4** | **Unit 9** |
| Period 5: 1848-1877 | Period 8/9: 1969-present |
| Chapter 13: The Union in Peril, 1848-1861 | **Period 9: 1980-present** |
| Chapter 14: The Civil War, 1861-1865 | Chapter 30: Conservative Resurgence, 1980-2000 |
| Chapter 15: Reconstruction, 1863-1877 | Chapter 31: Challenges of the 21st Century |
| **Unit 5** | **Unit 10** |
| Period 6: 1865-1898 | Review and Exam Prep |
| Chapter 16: The Rise of Industrial America, 1865-1900 | |
| Chapter 17: The Last West and the New South, 1865-1900 | |
| Chapter 18: The Growth of Cities and American Culture, 1865-1900 | |
| Chapter 19: The Politics of the Gilded Age, 1877-1900 | |
Historical Themes: The following seven themes described in the APUSH Course Redesign (2015) curriculum are woven throughout each unit of study:
1. Identity (ID)
2. Work, Exchange, and Technology (WXT)
3. Peopling (PEO)
4. Politics and Power (POL)
5. America in the World (WOR)
6. Environment and Geography (ENV)
7. Ideas, Beliefs, and Culture (CUL)

Key Concepts and Skills

NATIONAL AP TEST DATE: Friday, May 8th, 2015 from 7:30 to 12:30

AP U.S. HISTORY EXAM: 3 HOURS 15 MINUTES

The AP Exam questions measure students’ knowledge of U.S. history and their ability to think historically. Questions are based on key and supporting concepts, course themes, and historical thinking skills.

Section I Part A: Multiple Choice | 50–55 Questions | 55 Minutes | 40% of Exam Score

• Questions appear in sets of 2–5.
• Students analyze historical texts, interpretations, and evidence.
• Primary and secondary sources, images, graphs, and maps are included.

Section I Part B: Short Answer | 4 Questions | 45 Minutes | 20% of Exam Score

• Questions provide opportunities for students to demonstrate what they know best.
• Some questions include texts, images, graphs, or maps.

Section II Part A: Document Based | 1 Question | 60 Minutes | 25% of Exam Score

• Analyze and synthesize historical data.
• Assess written, quantitative, or visual materials as historical evidence.

Section II Part B: Long Essay | 1 Question | 35 Minutes | 15% of Exam Score

• Students select one question among two.
• Explain and analyze significant issues in U.S. history.
• Develop an argument supported by an analysis of historical evidence.
PROCEDURES AND GUIDELINES FOR HOMEWORK, CLASSWORK, EXPECTATIONS

Materials Needed:
- 3 Ring binder
- Paper for Notes & Activities
- 10 Dividers
- Pens or Pencils
- Highlighters
- Access to technology

Notebook
- All students should keep a notebook, organized by units, which are composed of sections of the topic outline in the Course Description, that includes the following:
  - Any notes from class, graphic organizers, or class/outside assignments
  - Unit Checkups Reviews
  - Practice document interpretation, Practice DBQs & FRQs
  - Review of summative evaluations, multiple choice & essays

Please refer to this to ensure full credit concerning assignments. We may add to this throughout the term.

Late Assignments: Assignments are due on the due date. No credit will be given for an assignment more than two days late.
- One day late = loss of 25% (for lateness)
- Two days late = loss of 50% (for lateness)

Classroom Expectations: RESPECT

Two basic rights and responsibilities exist in this classroom. They are

**Everyone has a right to be respected.
**No one has the right to interfere with learning.

The following set of rules is derived from these two basic rights and responsibilities:

- Be in your seat, quiet, and begin your opening work when the bell rings.
- Bring materials to class (i.e. textbooks, blue or black pen/pencil, notebook, paper). Students are not expected to waste class time going to lockers or asking for loans of class materials.
- Do not bring food, drinks, candy or chewing gum.
- Personal grooming is not allowed in the class.
- Disruptive talking is prohibited; talking is allowed with teacher’s permission; raise hands to be acknowledged. Refrain from talking or walking during presentations. **Do not get out of your seat without permission.**
- Profanity, teasing, rude remarks, rude gestures, or put-downs will not be tolerated.
- Be respectful at all times to the teacher, administration, other students, other cultures and to yourself.
- Keep classroom clean and neat at all times.
- Sleeping and or placing one’s head on the desk, while class is in session is not permitted
- ***School electronic device policy will be followed. However there are many occasions in which use of efficient technology use is required for this class
- Follow all teacher directions, oral or written. Student’s work must be written neatly and be of appropriate size or teacher may not grade it.
- Raise your hand if you have a question, comment, or request.
  - No cheating, students found to be cheating
What is cheating?
- Copying classwork/homework
- Sending test or quiz information to others (talking about, texting, picture mail)
- Working together on assignments designed for individual assessment.
- Research plagiarism, including failure to cite other people’s contributions to your knowledge, even if reworded.
- Using work from previous U.S. History students

Student motivation/Incentives:
* Verbal praise of excellence
* Positive parent contact
* Teacher discretion assignment(s)

Consequences (All consequences are at the discretion of the teacher)
* 1st Offense Verbal Warning
* 2nd Offense Class Detention/Phone call or email home
* 3rd Offense Disciplinary Referral
Severe Cases: Immediate Disciplinary

Classroom Materials and Resources

Textbook: If you are assigned a textbook, the textbook should be returned in the same condition in which it is issued. The textbook is not your personal property. Do not write in it or on it! You will be charged full price for damages. Please do not tear off the bar code, which is found on the back cover. Please record your textbook information below:
Your textbook barcode # is _______________ along with the outside # _______________.

In order to utilize technology to the fullest. The following textbook website will be utilized in lieu of a physical takehome textbook. The website can be viewed and utilized via computer, tablet and/or smartphone. (please be sure to copy enter the site exactly as it is listed below)
remind 101: I will also utilize remind 101 as a method of communicating any changes, upcoming assignments, deadlines, or any other class related material with students.

1. Download the Remind app. It’s free!

![Remind app download link]

2. Enter the class code

@105939

Or visit this link: www.remind.com/join/105939

Join via SMS:
Enter this number (678) 685-9555 with this message @105939
It is your responsibility to ask the teacher about missed assignments and attend tutorial.

**Assignments:** All assigned work is to be your own work. Plagiarized work will result in a zero. All assignments are due on the due date and are penalized a letter grade if turned in the next day. Assignments are not accepted thereafter.

**Make-up Policy:** If you are absent, you must see me your FIRST day back and it is your responsibility to set up a time for any make-ups. If you do not show up or turn in work during the set make-up time, you will receive a zero. (You will not be constantly reminded to make up your work. You are expected to be responsible!!) Please follow the specific guidelines for work to be turned in to me. Following these guidelines will ensure your success. **If you arrive late to school or leave school early it is your responsibility to get your assignments.**

**Re-Assessment Policy:** Any Student receiving a grade of 72 or below on an assessment item (test) is required to complete a reassessment assignment within the time frame of one week from the day the grade was received. Students are required to complete the reassessment during the tutorial times listed on syllabus.

--The teacher reserves the right to modify the course to better suit the needs & abilities of the students.--
Parent Contact Information

This needs to be returned to Mr. Henery within 3 days of receipt for a 100 as a daily grade. Receipt of this form constitutes initial parent contact. Any questions, please email Mr. Henery at school roger_a_henery@fc.dekalb.k12.ga.us.

Student Name: ___________________________________________ Period: ____________

I have read the attached information with my child and understand what is expected for Mr. Henery’s

Advanced Placement United States History Class during the Fall semester of 2014. Parents are welcome to contact me during the day. My planning and available conference time is during period 1 (approx: 8:10-9:30 a.m.) It is suggested that you email me for quickest communication.

Parent(s) Signature: ________________________________ Date: ______________

Please write in the following information. Please print neatly. ☺

Parent(s) or Guardian(s) first & last name:
________________________________________

**Parent’s email address: _______________________________________________________

Home Address: ___________________________________________________________

City & Zip Code: __________________________________________________________

Home Phone #: ___________________________ Cell Phone #: ________________________