

**Advanced Placement U.S. History
Mesquite High School**

**Course Outline
School Year 2021-2022**

Teacher

Ms. Alamy

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[Class Website](#)

[Appointment Calendar](#)

Classroom: G-217

Prep period: 3

Lunch period: 5

Materials

Textbook: [Faragher, John Mack, et al. *Out of Many: A History of the American People: AP Edition, Fifth Edition*. Upper Saddle River, NJ: Pearson/Prentice Hall.](#)

Folder: This will be the best way to organize your notes, homework and handouts.
A folder with all your graded work will be kept in the classroom.

Notebook: [This will be the best way to organize your Cornell Notes](#)

Princeton Review: [Cracking the AP U.S. History Exam \(2022 edition\)](#) if taking the AP exam

Charged Chromebook

Headphones

Purchases for classroom use (optional but appreciated)

<u>Last name</u>	<u>Supplies</u>
A-D	Dry erase markers
E-H	Sharpies
I-L	Tissues
M-P	Markers or colored pencils
Q-S	Tape
T-Z	Glue sticks

Objective

This course is a two semester survey of United States history from the Age of Exploration to the present with emphasis placed on critical and evaluative thinking, essay writing, interpretation and analysis of primary and secondary source documents, and cooperative learning. The objective of this class is to prepare students for advanced college courses, thus the content workload and material will reflect such. To succeed, one must be willing to devote considerable time to homework, research, reading and independent test preparation. This course also prepares students for the Advanced Placement Exam given in May of each year where students may earn college credit with a passing score.

Course material is divided into historical eras and emphasizes themes from the *AP Course Description*. Within each era, the focus will be on a democratic history where experiences of ordinary people as well as the famous will be examined, a political and economic history with the emergence and evolution of the democratic republic and a free market economy, and the effect of globalization through social and cultural diversity. This course also focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content learning objectives organized around seven themes, such as identity, peopling and America in the world.

Dual-Credit or AP credit

AP U.S. History can be taken as a dual-credit course. If a student plans on attending a university in Arizona, he/she may register and pay tuition for this course through CGCC. As long as he/she earns at least a C, the credits for this course will transfer to a university in Arizona only. If, however, a student is planning on going to a university out of state or needs to qualify for certain scholarships he/she should take the AP Exam in May and once receiving a satisfying score (a "4" or "5"), can receive college credit for this course.

Requirements

1. Students are expected to keep up with all readings and assignments. The intent of readings and assignments is to provide a background to topics discussed in class.
2. The student will be able to provide interpretation of subject matter through written analysis.
3. The student will work effectively with others to produce projects and solve problems.
4. All work will be turned in on the due date. **Late work will not be accepted.** However, students will be allowed one late homework pass a semester. Following an excused absence, the student will make-up work in a timely fashion. The student has one day for each day missed to complete assignments or tests.
5. It is expected although not required that the student will prepare for and successfully pass the Advanced Placement Exam in May.

Grading

Grades will be determined on a point value system. Tests, papers, and projects will be worth more than quizzes, journals, and homework assignments. There will be around 2,500 possible points each semester.

Class work, tests, projects, essays and homework will be worth **85%** of your final semester grade.

A final multiple-choice exam given at the end of the semester will be worth an additional **15%** of your final grade.

Class participation will be taken into account in your final semester grade.

The grading scale is as follows:

100%	=	A+	87-89% =	B+	77-79% =	C+	67-69% =	D+	Below 60% =	F
94-99%	=	A	84-86% =	B	74-76% =	C	64-66% =	D		
90-93%	=	A-	80-83% =	B-	70-73% =	C-	60-63% =	D-		

Participation

I strongly encourage you to participate in class discussions and activities. I believe that students should contribute to the class and you should feel free to become actively involved when appropriate. Classroom participation may be factored into your final semester grade, determined in December and May. Those with outstanding classroom participation will be given extra consideration when they have earned a borderline grade. Attendance, punctuality, minimal requests for hall passes, attitude and cooperation will make a difference as well. If you are shy, this does not mean you have nothing to contribute. Write down your thoughts, ideas, concerns and questions for credit toward your participation grade. You are also encouraged to bring into class any materials, ideas, news articles, artifacts or quotes about our class.

Extra Points

There will be **one** extra credit project available each semester. Other than these two instances, there will be **no** other extra credit opportunities in our class. This policy will help you to be timely and thoughtful with your homework and tests the first time around. Do not rely on extra credit to boost your grade. However, there will be over 1,500 possible points each semester so there will be *many* opportunities to bring up your grade if that becomes a concern.

Absences

Please visit our [Class Website](#) for missed work. Class work will be linked in "Weekly Playlists" which can be found on our website.

Make-up tests will be different than the original test and will pull more material from the book not covered in class. A daily ten percent deduction will be subtracted from tests not made up within one week of the original date. Work not made up within the proper time frame will automatically receive a grade of zero. If you have questions, please ask a classmate first and then please see your teacher **after class** if it is still not clear to you what you are to do. The beginning of class, when your teacher is ready to begin class, is not the time to bring up concerns to your teacher. It is extremely distracting and takes time away from your classmates. Please see me after class with questions or concerns or set up a time for us to talk in my [appointment calendar](#) so I can give you my full attention.

Classroom Behavior

Tardies are an unnecessary distraction both for your teachers and for your classmates. Therefore, tardies in our classroom are strongly discouraged. If you are tardy, you will be required to complete a chore for our classroom. Four tardies will warrant an office referral. Please be punctual!

Please keep hallway passes to a minimum.

All school policies stated in the student handbook apply in this class.

Class Procedure (to be followed daily)

- 1) Walk into class quietly and on time.
- 2) Hand in all completed homework.
- 3) Have materials ready.
- 4) Read the agenda for the day.
- 5) Begin the warm-up assignment on your own (you are required to start working **immediately** after you have completed all of the above tasks. Do not wait for the bell or your teacher to tell you to start working).

Testing in APUSH

The AP exam in May will be divided into four parts:

55 multiple-choice questions

1 document-based question

4 short-answer questions

1 long essay question

Our class assessments will be divided into four parts:

50 questions after each unit (9 units total) 100 pts

1 document-based question for each unit (9 units total) 50 pts

4 short-answer questions as section quizzes 50 pts

1 long essay question following some chapters 50 pts

Course Organization

AP U.S. History will be divided into nine units or periods. Assessments will follow each period of study but quizzes, reading checks and essays may also be given before the final completion of a unit.

First Semester

Period 1: 1491-1607	On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.
Period 2: 1607-1754	Europeans and American Indians maneuvered and fought for dominance, control and security in North America and distinctive colonial and native societies emerged.
Period 3: 1754-1800	British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation's social, political, and economic identity.
Period 4: 1800-1848	The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial and demographic changes.
Period 5: 1844-1877	As the nation expanded and its population grew, regional tensions, especially after slavery, led to civil war – the course and aftermath of which transformed American society.

Second Semester

Period 6: 1865-1898	The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.
Period 7: 1890-1945	An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role.
Period 8: 1945-1980	After World War II, the United States grappled with prosperity and unfamiliar international responsibilities while struggling to live up to its ideals.
Period 9: 1980-present	As the United States transitioned to a new century filled with challenges and possibilities, it experienced renewed ideological and cultural debates, sought to redefine its foreign policy, and adapted to economic globalization and revolutionary changes in science and technology.

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Two Classroom Expectations

Work hard

- Turn work in on time
- Get stamps (no stamp = no credit)
- Do your best
- Be honest with your work (do not engage in any academic dishonesty)
- Come to class rested, alert and ready to learn
- Ask for help when you need it; your teacher wants you to be successful

Be nice

- Be respectful of teachers and students
- Arrive on time
- Do not ask to leave the classroom unless it is absolutely necessary
- Begin warm-up without your teacher prompting you
- Be prepared for class
- Share your ideas
- Keep electronics tucked away
- Be positive

All school policies stated in the student handbook apply in this class

Negative Consequences

Student will be required to complete a class chore the same week as the infraction approximately 20 minutes in duration. If the class chore is not completed the same week as the infraction, an additional 20 minute class chore will be tacked on weekly.

Second infraction: 20 minute class chore and conference with teacher

Third infraction: Phone call home

Fourth infraction: Referral to the office

Severe disruptions: Student asked to leave classroom or sent immediately to the office.

All offenses will be cleared at the end of each semester.

Rewards

Praise (daily)

Positive notes home (random)

Movie, game or food day for class (end of semester)

Special privileges granted to students who have had no classroom rule violations.