

Bentonville High School

Mr. David Chapman IB/AP United States History (IB/APUSH) Course Expectations and Policies

Course Description:

AP U.S. History, often combined with IB History of the Americas HL, is a challenging course that is meant to be the equivalent of a freshman college course and can earn students college credit. An AP U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasoning and evidence clearly in essay format. It is a two-semester survey of American history from the age of exploration and discovery to the present. The program is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the history of the United States. The course is generally presented in a lecture/discussion format. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, and interpretation of original documents. Major research projects may be assigned once per semester.

All students enrolled in this course must take the AP exam for weighted credit.

Instructor Contact:

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Classroom 226 BHS North Building

Phone # (479) 696-3465

Sign up for **Remind** by texting @m2y to 81010

Parents sign up for Remind by texting @56aed3 to 81010

Course Objectives – Students will:

- * Master a broad body of historical knowledge
- * Demonstrate an understanding of historical chronology
- * Use historical data to support an argument or position
- * Interpret/apply data from original documents, including cartoons, graphs, letters, etc.
- * Discuss and utilize historiography related to key themes and topics
- * Effectively use analytical skills of evaluation, cause and effect, compare and contrast
- * Work effectively with others to produce results and solve problems
- * Prepare for and successfully pass the Advanced Placement Exam
- * If in IB, master U.S. history as part of a broader survey of the History of the Americas

Textbook:

Foner, Eric. *Give Me Liberty! An American History*, 3rd Edition, W.W. Norton & Company, New York, NY. 2013

Supplementary Text:

Primary Source and Alternative Historiography materials include

- * Kennedy, David M *The American Spirit*, Vols. 1&2, Tenth Edition, Houghton Mifflin Company, Boston, MA 2002 (written artifacts, graphic information, political cartoons, etc.)
- * Shi, David *For the Record: A Documentary History of America*, Vols. 1&2, W.W. Norton and Company, New York, NY 1999 (written artifacts, graphic information, political cartoons, etc.)
- * Zinn, Howard *People's History of the United States: 1492 to the Present*, Harper Perennial Modern Classics, New York, NY 2005

- ✿ Takaki, Ronald *A Different Mirror: A History of Multicultural America*, Back Bay Books, 1994
- ✦ *In addition to the aforementioned sources, the course instructor will provide numerous primary and secondary source materials for analysis and class discussion. These include government or private sector documents, letters, diary entries, newspapers, graphic information, political cartoons, etc. Students will be instructed in the techniques for analyzing these documents so as to gain direct information as well as inferred information.*

Required Items for Student Purchase:

1. Blue or black pens for essays
2. Number two pencils
3. Colored pens (NOT RED) for peer assessments
4. Standard 5-color highlighter set for essay work
5. An APUSH Exam Review Book. Students should purchase **AP® U.S. History All Access Book + Online + Mobile (Advanced Placement (AP) All Access) Paperback – December 8, 2014** by Gregory Feldmeth and Christine Custred. ISBN-13: 978-0738611723

Recommended Books For Student Purchase:

- *Don't Know Much About History* – Kenneth C. Davis
 - An abridged history of the U.S. suitable for unit and course review. New or used copies are available at www.amazon.com
- *The Princeton Review Preparation for the AP U.S. History Exam*
- I also strongly suggest that you obtain other study guides specifically geared toward the AP Exam. There are many out there, with different things to offer. There are also many websites and apps dedicated to APUSH. Many of these are very helpful study aids.

Additional Study Materials

- Online review quizzes (e.g. www.historyteacher.net)
- Stimulus-based Qs Albert.io (<https://www.albert.io/ap-us-history/questions>)
- Instructor-created review book and course notes outlines

Overarching Learning Objectives of the APUSH Course:

Students enrolled in the course will learn the following skills, either in specific units or across the span of the year.

- ✿ Chronological Reasoning including Historical Causation, Patterns of Continuity and Change over time, and Periodization
- ✿ Comparison and Contextualization
- ✿ Crafting Historical Arguments through the Appropriate Use of Historical Evidence
- ✿ Historical Interpretation and Synthesis

Thematic Learning Objectives of the APUSH Course:

✿ **Identity (ID)**

- How and why have debates over American national identity changed over time?
- How has gender, class, ethnic, religious, regional, and other group identities changed in different eras?

✿ **Work, Exchange, and Technology (WXT)**

- How have changes in markets, transportation, and technology affected American society from colonial times to the present day?
- Why have different labor systems developed in British North America and the United States, and how have they affected U.S. society?
- How have debates over economic values and the role of government in the U.S. economy affected politics, society, the economy, and the environment?

✿ Peopling (PEO)

- Why have people migrated to, from, and within North America?
- How have changes in migration and population patterns affected American life?

✿ Politics and Power (POL)

- How and why have different political and social groups competed for influence over society and government in what would become the United States?
- How have Americans agreed on or argued over the values that guide the political system as well as who is a part of the political process?

✿ America in the World (WOR)

- How have events in North America and the United States related to contemporary developments in the rest of the world?
- How have different factors influenced U.S. military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas?

✿ Environment and Geography – Physical and Human (ENV)

- How did interactions with the natural environment shape the institutions and values of various groups living on the North American continent?
- How did economic and demographic changes affect the environment and lead to debates over use and control of the environment and natural resources?

✿ Ideas, Beliefs, and Culture (CUL)

- How and why have moral, philosophical, and cultural values changed in what would become the United States?
- How and why have changes in moral, philosophical, and cultural values affected U.S. history?

Comparative study

Throughout the course, students will examine a variety of interpretations (traditional, revisionist, etc.) of historical events. Key themes listed above will be discussed and debated in relation to historiography and students will have opportunities to read documents, essays, and academic works that present different focuses and explanations of issues.

Reading Assignments:

- ✿ All reading assignments are to be done at home – reading assignments may or may not be discussed in class, but all material will be on class quizzes, exams, and the AP or IB exams. It is impossible to lecture /discuss more than 500 years of history in one school year; therefore, **READING** the assigned chapters is essential to success in class as well as on the AP exam. Students will be fully accountable for reading.

Planners and Notebooks:

- ✿ A daily planner is a necessary item for this class. Organizing your assignments and keeping track of due dates is essential. The use of a planner is a valuable strategy for time management in school or the workplace. There is no one single planner that works best for everyone. Choose one that is easy for you to understand and utilize. Bentonville High School provides a daily planner as part of the student handbook.
- ✿ A 3-ring binder dedicated to this course is required. You will need to label the tabs by unit of study. Special sections should be included for writing exercises including scored essays, and review materials.

The notebook will assist you in the process of studying for assessments. **You should have your IB/AP notebook organized by Friday of the first week of class.**

Grading Policy:

Student grades will be calculated using a weighted point system. Points can be earned by your performance on written assignments, activities, quizzes, tests, or any other task assigned a point value. Tests, essays and other unassisted assessments will account for 80% of your grade. This portion may include Semester Projects. Assisted work including homework and formative quizzes account for 20%. The course is organized into units. During each unit there will be chapter quizzes. At the conclusion of each unit there will be a unit test. At the end of each semester, there will be a final examination that is cumulative, the weight of which is in line with unit exams. . **PLEASE NOTE – EXTRA CREDIT ASSIGNMENTS ARE NOT OFFERED IN IB/APUSH.**

Participants are expected to perform at an advanced level. Your teacher has an open-door policy and is available by appointment to help with the course. Students are expected to seek assistance when they are having difficulty with their studies. Students may not drop the course after the date determined by the administration of Bentonville High School.

Grading Scale:

90% - 100% = A
80% - 89% = B
70% - 79% = C
60% - 69% = D
BELOW = F

Advanced Placement grades are weighted for the calculation of grade point averages and based on a 5.0 scale. State law states that students who do not take the AP Exam WILL NOT receive a weighted grade.

- ❖ Please note that the class will not commonly go over unit or chapter tests during class time. If you wish to look at your test to see the questions that you missed, you may make arrangements with your teacher to do so.

Late Work Policy:

Meeting deadlines is an important life skill. Therefore **penalties will be assessed to late work.** Students will be allowed to turn late work in up until the date of the exam for the NEXT UNIT. Once work is late, 25% of the total available score will be deducted for each week. Work is considered late if it is not turned in during class. If you are absent on the day an assignment is due, you will be expected to hand in the work upon your return to class. **If work was assigned while you were absent you will be given an equal number of days to make them up as you were absent. If you miss an exam due to an absence, you must make it up within one week of your return to class. It is your responsibility to arrange for make-up appointments and/or ask for missed assignments.** Students may be called into seminar to complete missed work at the teacher's discretion. **Exams missed due to known truancy cannot be made up and students will face appropriate disciplinary action up to or including a zero for the test.**

Teamwork

Members of an IB/APUSH class are part of a team. Both instructor and student are active participants in the course. Students must choose to pursue success with the course and take their responsibilities seriously. Students are expected to form study groups that meet regularly to prepare for course examinations, and of course, the national exams. Students should also be prepared to attend course enrichment gatherings that are held outside of normal classroom hours. These events may include reviews for exams, viewing of feature films, listening to period music, holding informal discussions, or visiting nearby historical sites. While not mandatory, attendance at these extra-classroom gatherings is strongly encouraged, as they serve to reinforce classroom learning and promote success with the course.

Expectations:

As your instructor I am committed to providing you my best effort every day. However, experience reveals that the teacher is only one of the variables in the educational process. The following are minimum expectations for students enrolled in IB/APUSH. Students should:

1. Bring a positive attitude to class each day
2. Bring all necessary supplies to class
3. Maintain regular class attendance
4. Arrive on time and prepared to work at the sound of the bell
5. Be courteous to each other and to the teacher
6. Complete all assigned work in a timely manner
7. Adhere to BPS policies regarding use of electronic devices (BYOD Policy)
8. Refrain from bringing food or drink to class unless given specific permission
9. Maintain the highest level of academic integrity

Academic Integrity:

BHS students should not dishonor themselves, their classmates, their teachers or their parents by cheating. Submitting another's work as your own, copying answers from another student, or giving answers to another student are all basic forms of academic dishonesty. Plagiarism of any form is unacceptable. Students found to be practicing academic dishonesty will be disciplined according to BHS policy.

Detach here and return to Mr. Chapman with required signatures

I understand the information and terms laid out in this APUSH syllabus document. I agree that it is the student's responsibility to complete all assigned work and assessments. I further acknowledge that students and their parents/guardians must monitor grades on a regular basis and that help will be sought should the student experience difficulty mastering the presented material. I understand that if the student does not complete the AP testing at the conclusion of the course, the student will not receive a weighted (5pt) grade.

Parent/ Guardian Signature

Printed Name

Date

Student Signature

Printed Name

Date