# Advanced Placement United States History

Course Syllabus

Mr. George

***Course Description***

 AP United States History is a high school course which explores all major themes in U.S. History from the pre-Colombian era through the war in Iraq. Students are advised that this course will be taught at college level and college pace. The goal of taking this course is to successfully pass the AP U.S. History test offered in early May. Should students pass the A.P. test with a three or higher they may receive college credit to a college and/or university (depending on choice.)

***Course Layout***

 All of the chapters that we cover throughout the year will flow along this model:

* Discussion/Lecture- students will receive all the content of the chapter via lecture and discussions facilitated by the teacher.
* Application- as students learn more and more of the “art” or reading and analyzing history we will begin to read and assess primary resource documents. Students will receive the readings as homework and then be divided into three sections for discussion for the next class: content, context, and critique.
* FRQ/DBQ Workshop- roughly 50% of the AP test consists of essay writing; therefore we must develop this skill until you have it mastered. All FRQ and DBQ essays will be scored using the FDS scale in the grading section.
* Note Taking- students are expected to take notes during the class lectures and discussion.
* Quizzes- students will receive weekly quizzes over the key terms and vocabulary content that they receive each day, the quiz could be over any of the key terms that we have covered throughout the week so it is critical that you continue to study. Quizzes will always be on the last day of the week and will consist of a minimum of 10 questions. All quizzes will be scored using the QS scale in the grading section.
* Participation- students are to participate daily in class. Each student will receive 100pts at test weight each marking period for their participation. Should you arrive tardy, fail to join in on discussion, or don’t turn in homework you will lose 5pts of the 100 at a time. If your name gets left for a sub you will lose 20, and if you get kicked out of the room you will lose 50.
* Review Day- before each test we will have a review day. Students will receive a review sheet to take home and complete for homework. All content can be found within their notes but if they need to check out a textbook they may. On the review day we will grade and discuss our findings, if there is time we will play a review game.
* Test Day- there will be four unit tests throughout the year and each unit test is split into two separate days. On day one the students will receive two FRQ’s and one DBQ related to material covered throughout the unit being tested. All essay prompts have been taken from previous AP United States history tests. Day two of testing will feature a minimum of 80 multiple choice questions presented in standard, five option, AP format.
* Edmodo: students are required to become members of my edmodo teaching website. On here I will post all of the review materials that you will want to complete for the tests and quizzes that you will be taking throughout the year.

***Grading***

 The grading scales listed below feature how each of the various assignments listed above will be calculated into your marking period, semester, and final grades. All points will be calculated into the elevated 5.0 scale to determine your final grades.

* FDS- essay scale: 9-0
	+ 8-9: Excellent- the essay has a clear thesis, it is well written and organized, covers all aspects of the question in depth, analyzes the question effectively, and supports the thesis with sufficient and relevant historical information. Minor errors may be allowed.
	+ 5-7: Good- has a clear thesis, although it is not as well developed as in an 8/9 essay. It has clear, though not excellent, organization and structure. The essay only covers one aspect of the question in depth and does not fully address the complexity of the question or topic. The analysis is not as well developed as in an 8/9 essay, and there is limited use of relevant historical information.
	+ 2-4: Fair- the essay either lacks a clear thesis of has a confused, or even missing, thesis all together. It is not well organized, and the writing quality is weak. The essay does not indicate and understanding f the complexity of the question or topic, and it fails to lay out sufficient historical information and/or analysis. It may contain significant errors.
	+ 0-1: Poor- the essay has no thesis, and it has poor structure and organization. It is poorly written, lacks historical information and analysis, and tends to offer rhetorical comments. It contains both major and minor errors.
* QS- quiz scale: 10=10, 9-8=9, 7-6=6, 5-0=0 (adjusted scales relative to total number of questions offered)
* PS- participation scale: each student receives 100pts with a declining balance.
* TS- test scale: 100-90%=100, 89-85%=90, 84-80%=85, 79-75%=80, 74-70%=75, 69-65%=70, 64-60%= 65, 59-0%= as score received (41%=41pts)
* NBS- notebook scale= 100pts with a declining balance for missing assignments/date.

I agree and understand the syllabus presented to me:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*additional copies will be available online to review.