



AP US HISTORY

Grade 11-12

Mr. Barratt

2018-2019 School Year Syllabus

Welcome to Mr. Barratt's APUSH class!

You so lucky!!



AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society. You will learn that American history is both triumphant as well as tragic. You will learn that in all cases when looking at history there are a multitude of perspectives—these we will analyze. Utilizing our textbook *America's History* and a wealth of primary sources, documents, artifacts, sculpture, film, and texts of the past and present, we will be able to explore all that has made our country into what it is today, and through current events get a sense of the nation and the world around us. Following are some aspects of the classroom that you must become familiar with. Open up your minds, have some fun, and have a great year!!!

A. What does Advanced Placement mean?

An AP course is designed with the purpose of exposing students to college-level skills, curriculum, and responsibilities; students work at a college level and earn college credits by passing the AP test in May. The course is intended to be rigorous, especially as the entire scope of development of the American people and the myriad cultures that make us up will be examined and discussed. The rigors of this academic course include consistent reading and analysis, self-assessment and self-checking, essay writing practice and test question mastery, and pacing oneself to meet the inevitable deadlines; all of these are daily routines for the college student. A student in this course ***has to want to be here***, not only to learn something new or improve their skills, but to challenge themselves. The challenge is very real; scoring a 4 or 5 on the AP test is only achieved by a small percentage of high school students. If you have doubts about your own abilities to step up to the challenge and push yourself, then this course is not for you. Mr. Barratt's role in this course is to be a coach; and your role is to be an historian.

B. Teacher Contact

Jon Barratt, Room 107

Work #: 732-229-7300 ext. 41010

Email: jbarratt@longbranch.k12.nj.us

Class Website: <https://www.longbranch.k12.nj.us/Domain/635>

C. Grading Procedures:

The single most important goal in this course is to prepare you to take the AP test to the best of your ability. There are certain college-level skills that the test will assess, and Mr. Barratt will be helping you practice such higher-level thinking skills as you examine course content. Throughout this process, marking period grades will be comprised of varied activities that practice these skills and assess your development and knowledge of historical time periods and themes. The following percentages describe how much each aspect of your work is weighed. Please note that each individual assignment will be worth a different number of points than others.

70% - Summative Assessments

It is very important you do not fall behind and miss any material that will help prepare you for the class's quizzes and tests. It will be your responsibility to keep up. Since there is so much material to be covered, we will move very quickly through the curriculum, and an emphasis will be placed upon how you show you have mastered each chapter, unit, and theme. Summative assessments take the form of chapter and unit tests, creative projects, research assignments, DBQ's, final essay drafts, rubric-based debates, and more.

30% - Formative Assignments

All of the work we do in class and at home that prepare us for summative assessments can be considered formative assignments, as they help build skills, strengthen content knowledge, and put students in a position to show what they know. Mr. Barratt will make a point to indicate how each assignment relates to social studies standards, course objectives, and skills needed for the AP test—there IS NO BUSY WORK!!! All formative assessments are graded and meaningful feedback is provided. The purpose is to check for understanding.

D. Make-up Work

If you miss a day of class, it is YOUR responsibility to find out what you missed and act on completing it. The class website maps out everything occurring in class; go there and get a sense of what you missed. Many assignments will be listed and available to be completed at home. No student should ever come to class stating they were absent and "What did I miss?" Mr. Barratt aims at treating you as young adults who are being responsible for their actions; indeed it is only appropriate to project college-level expectations in an AP course. Being absent and missing assignments causes students to fall behind. All Due Dates are fixed for AP students, whether present or absent. **This means that a zero will be earned if a student comes to class empty-handed, whether they were present in class to receive the assignment or not.** Check the website; stay caught up.

Any student who knows ahead of time that they will be absent for any length of time should let Mr. Barratt know so he can prepare work for you to stay on top of things.

E. Classroom Procedures/Policies

Athletes—Mr. Barratt will lend the same support to all students. Student athletes shoulder a greater responsibility in their balancing of academics and sports, and carry an expectation from their coaches to maintain a 77 avg or better. It is expected student-athletes make use of the SAP period for extra support.

Bathroom—one at a time. Mr. Barratt will treat you as adults—you don't need to ask him to go (although he reserves the right to ask you to wait if a lesson is deemed more important). Take the bathroom pass, sign out in the red booklet, and sign in when you return. If you fail to sign out or take a pass, thus causing classroom confusion, you may receive a detention. Do not get used to going every period, because this is a privilege that can be limited.

Be on time to class—there are only four blocks in a day anyway!

It is important you are on time as lateness will affect your learning. Also, there will be many Do-Now activities that require you to get started immediately, so do not waste any time. Lateness is grounds to affect your attendance and may lead to demerits. Any quizzes missed on account of unexcused tardiness will not be eligible for make-up.

Bump, The—Students who take an advanced placement course indeed enter into a more challenging and demanding environment. The school recognizes the harder demands by assessing the weight of the course at 1.12 vs. regular courses. Honors courses are weighted at 1.06. This means that numerically earned scores, though present on report cards, will also carry a weighted value significantly higher (this could be between 6-10 points). Consider this as a premier incentive to taking the course. But also note, straight A's are highly unlikely, but consistent B and C scores carry much the same weight as A scores due to the college-level rigor. Students who earn grades that are less than the minimum 60 avg awarded by the school each marking period are NOT eligible for "the bump," or a weight attached to the grade.

Cell Phones—keep them out of sight and out of the classroom. There is no need to use a cell phone in school.

Reminder - You will be reminded of the school policy when a cell phone is seen in use. One reminder is enough.

Referral - If it appears a second time, Mr. Barratt will call home and send a referral to the administrator.

Removal - If the teacher must ask a third time, you will be sent to the administrator, and asked to leave class.

Contracts—Mr. Barratt asks that students and parents sign a contract that indicates they understand classroom and school policies and procedures for the school year. A student-teacher contract is available for textbooks and making up tests/quizzes.

Copying Work—Students who are found to be copying another student's work (oftentimes at the start of class when they forgot their homework or when they don't know how to respond to something like a Do Now question) will receive a zero, **AND** the student who provided the work will **ALSO** receive a zero. Plagiarism.

Dress Code—In accordance with the student handbook, the dress code will be enforced, and students who fail to uphold it will be pulled from class by corridor aides. Mr. Barratt follows this school policy in his classes.

Due Dates—Homework is due the next class. Assignments like projects that have a longer time frame indicate plenty of opportunity to ensure it is done on the due date. Late points will heavily affect a late project each calendar date it is missing. After a full week, the project is no longer accepted.

Due Dates, (Absences On)—Students will need to make contact to Mr. Barratt via email or at school if they are absent the day a project is due. Otherwise, Mr. Barratt assumes the project is late and the student is taking extra time to work on it, an action that is clearly unfair to the students who are present with a completed project.

Extra Credit Opportunities—Extra credit in AP World is possible by scoring higher than a 7 on any essay. Students will also be extended the opportunity to participate in History dept. contests and review activities.

Fire Drills/Assemblies—Please walk single file out of room, following signs in exiting building, and stay together as a class. If you arrive back to class any later than three minutes after the main body of the class, a discipline referral will be written. Mr. Barratt must take role while outside so please be nearby.

Folders—You must keep all graded and completed work in a folder to prepare yourself for the midterm and final exams. Do not throw things out as you go, because you will have less to study from. It is expected that you maintain a structured and well-organized binder based on all of the units of study.

Grades—Effort is the number one factor in whether or not Mr. Barratt supports a student whose grade falls just shy of a particular letter grade. A 69 failing mark remains so if the student took little action.

Handing Back Work—Student volunteers can help pass back completed work at the period's end. Time will be made to review important material, especially test grades. All test grades will remain in student portfolios.

Making Up Zeroes—There are no makeups for missed assignments in AP US History. Be prepared for class with your work and earn a grade; there are no exceptions. There is no room for going back for half credit.

Materials—Please ask Mr. Barratt before using crayons, colored pencils, markers, rulers, or any other supplies from the cabinets. Do not help yourself.

Notebooks—You are expected to take great notes, keep an organized notebook, and create detailed outlines. An organized notebook is the best way to prepare for the AP exam. A heavy duty binder is expected in class.

Parents—Mr. Barratt will be in touch with them frequently to describe how the class has been going and especially to keep them aware of how well you are doing. We will work together to make sure you are doing the best you can. Mr. Barratt will call home for positive reasons just as much as for behavior/grade issues. Parents will have access to all student grades through the Parent Portal of the teacher's online gradebook.

Plagiarism—Every student should be making the effort every time in writing their work in their own words. Research assignments that display factual knowledge from other sources should be paraphrased in the student's own words, with proper citation in the MLA format offered to the author. Any assignment found to contain a significant portion of plagiarized work will be singled out for further review and discussion in a meeting between student, teacher, administration, and parents, and risk losing 50% credit or earn a zero. This includes work from your own fellow classmates!! Such infractions are taken very seriously at the college level.

Progress Reports—These will be periodically distributed for students to bring home and have parents sign. This is meant to facilitate communication and update all parties on current grade avgs. Failure to have one signed will result in a voiding of any extra credit earned in a given marking period.

Raise your hand—Mr. Barratt will not address anyone who speaks out. Act responsibly and Mr. Barratt will call upon you. If another student is speaking about something, do not be rude and have a conversation.

Student Advocacy Program—Available to students after 1:49pm as an opportunity for extra help each week. Students will be expected to attend weekly for extra help as per teacher request or to complete quizzes.

Student Portfolio—This will serve as a collection of all your assessment grades. Check it for your progress. It will serve as an important indicator of your progress throughout the year.

Summer Assignments—Expected of AP students prior to the start of studies in the fall semester, these will stress historical skills needed in the course as well as preview writing expectations for the student all year. They will constitute significant summative assessment scores for the 1st MP. Students who fail to complete them or submit them incomplete or late receive grade consequences. The student should be aware however, that no matter what score is earned on the assignments, they constitute a small weight of the overall course, and should not be deemed a reason to drop the course.

Tardies—If you are late to class repeatedly, there will be consequences of both a disciplinary and academic nature. Students who miss a quiz or Do Now assignment are not eligible to make it up, thus affecting one's grade. Be prepared for class. As for discipline, students who are late three times receive a detention, with every tardy following to earn another detention. Please ensure you're in the classroom prior to the end of the bellring.

Test/Quiz Makeup—If you miss a test or quiz, or miss work prior to it, Mr. Barratt will give you a contract to fill out that gives you extended time to make up these responsibilities. Failure to do so results in zero grades. At no point will students have the opportunity to re-do or re-take any test they did poorly on. Preparation is key.

Textbooks—Must be maintained neatly, never thrown or dropped, and returned by year's end. Fines given.

Website—There will be no excuses in regards to missed work or misunderstood due dates when a class website that is updated on a daily basis is available to students. <https://www.longbranch.k12.nj.us/Domain/635>

F. Discipline

1. Warning
2. One-on-One Conference
3. Detention earned (see explanation)
4. Removal from class
5. Calls home made for #'s 3-5

Detentions—Will be given to students to make up time for inappropriate behavior. A detention lasts 30 minutes, of which 10 minutes can be erased if you bring in the Detention Form signed by a parent. The detention must be made up in the time period given, and makeup work should be completed during this time.

G. Course Content / Schedule

Unit 1: 1491–1607 (2 weeks) [Assessment Weight = 5%]

- 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.

Unit 2: 1607–1754 (3 weeks) [Assessment Weight = 10%]

- 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.

Unit 3: 1754–1800 (4 weeks) [Assessment Weight = 12%]

- 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.

Unit 4: 1800–1848 (4 weeks) [Assessment Weight = 10%]

- 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.

Unit 5: 1844–1877 (4 weeks) [Assessment Weight = 13%]

- 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.

Unit 6: 1865–1914 (4 weeks) [Assessment Weight = 13%]

- 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.

Unit 7: 1890–1945 (6 weeks) [Assessment Weight = 17%]

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.

Unit 8: 1945–1980 (5 weeks) [Assessment Weight = 15%]

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.

Unit 9: 1980–Present (2 weeks) [Assessment Weight = 5%]

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.

H. Exam Structure

Exam Date: Friday May 10, 2019

Exam Length: 3 hours 15 minutes

Assessment Overview:

The AP Exam questions measure students' knowledge of U.S. history and their ability to think historically. Questions are based on learning objectives, key concepts, course themes, and AP history disciplinary practices and reasoning skills.

Format of Assessment:

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

- Questions appear in sets of 2–5.
- Students analyze primary and secondary texts, images, graphs, and maps.
- Questions cover all course periods.

Section I, Part B: Short Answer | 3 Questions | 40 Minutes | 20% of Exam Score

- Students respond to 2 required questions and choose between 2 options for a third question.
- Questions 1 and 2 cover periods 3–8 of the course; students choose between answering either question 3 (covering periods 1–5) or question 4 (periods 6–9).
- Students analyze historians' interpretations, historical sources, and propositions about history.

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

- Students assess written, visual, and quantitative sources as historical evidence.
- Students develop an argument supported by an analysis of historical evidence.
- Question covers periods 3–8 of the course.

Section II, Part B: Long Essay | 1 Question | 40 Minutes | 15% of Exam Score

- Students select one question among three different periods (1–3, 4–6, 7–9) of the course.
- Students explain and analyze significant issues in U.S. history.
- Students develop an argument supported by an analysis of historical evidence.

I. Textbook/Materials

Henretta, James A., Eric Foner, Rebecca Edwards, and Robert O. Self. *America's History*. 8th ed. Boston: Bedford/St. Martin's, 2014.

Irish, John P. *Historical Thinking Skills: A Workbook for U.S. History*. New York: WW Norton & Co. 2015.

Remini, Robert V. *A Short History of the United States*. New York: Harper Collins Publishers, 2008.

Sheets, Kevin B. *Sources for America's History 8th ed., Vol. 1: To 1877*. Boston: Bedford/St. Martin's, 2014.

Sheets, Kevin B. *Sources for America's History 8th ed., Vol. 2: Since 1865*. Boston: Bedford/St. Martin's, 2014.

J. Course Themes

The thematic learning objectives describe, at a high level, the knowledge colleges expect students to develop in the AP U.S. History course in order to be qualified for credit and placement. The learning objectives are grouped into seven themes typically included in college-level U.S. history courses:

- American and National Identity (NAT)
- Politics and Power (POL)
- Work, Exchange, and Technology (WXT)
- Culture and Society (CUL)
- Migration and Settlement (MIG)
- Geography and the Environment (GEO)
- America in the World (WOR)

These themes serve as unifying threads throughout the course, helping students to relate what is particular about each time period or society to a “big picture” of history. The themes also provide a way to organize comparisons and analyze change and continuity over time. Students will connect the historical content they study to broad developments and processes that have emerged over centuries in what has become the United States.

K. Disciplinary Practices / Four Historical Reasoning Skills

- **Analyzing Historical Evidence – Primary Sources**
 - ✓ Explain the relative historical significance of a source's point of view, purpose, historical situation, and/or audience
 - ✓ Evaluate a source's credibility and/or limitations
- **Analyzing Historical Evidence – Secondary Sources**
 - ✓ Explain how a historian's claim or argument is supported with evidence
 - ✓ Analyze patterns and trends in quantitative data in non-textbased sources
 - ✓ Evaluate the effectiveness of a historical claim or argument
- **Argument Development**
 - ✓ Make a historically defensible claim in the form of an evaluative thesis
 - ✓ Support an argument using specific and relevant evidence
 - ✓ Use historical reasoning to explain relationships among pieces of historical evidence
 - ✓ Consider ways that diverse or alternative evidence could be used to qualify or modify an argument

In addition to themes, the AP US History course addresses 4 historical thinking skills. Each skill component defines the skill from the perspective of a professional historian and describes the desired proficiency for high achievement in an introductory college-level history course (what students should be able to do to demonstrate each skill component and how students can develop this level of proficiency):

- **Contextualization**
 - ✓ Use context to explain the relative historical significance of a specific historical development or process
- **Comparison**
 - ✓ Explain the relative historical significance of similarities and / or differences between different historical developments or processes
- **Causation**
 - ✓ Explain the difference between primary and secondary causes and between short- and long-term effects
 - ✓ Explain the relative historical significance of different causes and/or effects
- **Continuity & Change Over Time**
 - ✓ Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and / or change

L. Class Needs

The following items will become very important for you to utilize throughout the school year. They are required for this class. An initial checkpoint in the 1st MP will be conducted to be sure you have them, and bi-weekly checkpoints will occur all year long to see that you are keeping up with the progression of history, its time periods, and its myriad of cultures. Please get the following ASAP:

1. **Three-Ring Binder** – This will be the most important item needed in this class. It will contain everything by year's end and will be needed for each class. You may need a second one if you fill up the first.
2. **Notecards** – These will become very helpful and necessary for vocabulary practice. Having a dozen packs will get you through the year. Unit checkpoints will stand as Formative grades at the end of each unit.
3. **Book Cover** – To cover the school textbook. Whether homemade via brown bag or purchased, these textbooks are the last supply from a decade of studies. Avoid fines for damage.
4. **Folders** – The binder will contain nearly all of the work we do, but folders will be useful for organization. Better yet, if they have holes and can be placed into the binder, life becomes easier.
5. **Highlighters** – Besides the usual writing utensils, having highlighters becomes important for text analysis. Please keep a few with you. Multiple colors can be designated to different topics/themes.
6. **Internet Access** – This is a necessity, and we are blessed to have free access here in school and at the public library. If you have access at home, certain websites will become particularly valuable to become familiar with, especially for maintaining an historical course timeline and accessing course material.
7. **SAP Attendance** – You must make commitments to attend SAP at least once a week, either for the purposes of quiz completion, or because Mr. Barratt asks you to stay for additional tutoring and support. With this in mind, you are asked to orient your schedule to account for SAP period as part of the school day.
8. **Supplemental Study Resource** – Highly recommended, though not required, is an additional book one can purchase online or in stores. There are many different types, but be sure to get the one you feel will help you practice and review the material best. It should be aligned for the AP World History 2019 exam.

M. Support

1. Check www.longbranch.k12.nj.us for Mr. Barratt's class site:
2. <https://www.longbranch.k12.nj.us/Domain/635>
3. Visit Room 107 after school for Student Advocacy Program.
4. Attend the Homework Club after school for tutoring.
5. Utilize resources outside of the classroom to prepare for AP test.

