

# Course Syllabus

Roy C. Ketcham Senior High School

Social Studies

AP United States History

Fall of 2021

## Instructor Information

Instructor: Mr. Caimano

Room Location: 104

E-mail: [christopher.calimano@wcsdny.org](mailto:christopher.calimano@wcsdny.org)

Extra Help Time: by appointment

## Course Identification

Course Number: D587

Course Name: AP AP US HIST & GOV'T REGENTS

Course Location: 104

Prerequisites: none

## Course Description/Overview

In AP United States History students investigate significant events, individuals developments, and processes in nine historical periods beginning in the 1400s to the present day. Students develop and use the same skills, practices, and methods employed by historians. The source also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places.

## Course Resources

### Course Website(s)

* <https://sites.google.com/wcsdny.org/apush/mr-calimano>

### Required Course Text

* American Pageant 15th or 16th Ed.

**Additional Resources (not mandatory)**

* Review book: Princeton, AP United States History

### Course Fees/Supplies

1. Spiral notebook college rule (2)
2. Folder
3. Pen, and pencil

## Course Learning Objectives

The AP United States History course seeks to apprentice students to the practice of history by emphasizing the development of disciplinary practices and reasoning skills while learning historical content. Students will learn to

* **Historical Disciplinary Practices**
  + **Analyse Historical Evidence**
    - Explain the relative historical significance of a source’s point of view, purpose, historical sistuationand/or audience.
    - Evaluate a source’s credibility and/or limitations.
  + **Develop an argument**
    - Make a historically defensible claim in the from of an evaluative thesis
    - Support an argument using specific and relevant evidence
    - Consider ways that alternative evidence could be used to quality or modify the argument.
* **Historical Reasoning Skills**
  + **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 and Change Over Time**
    - Explain the relative historical significance of specific historical developments in relation to the larger pattern of continuity and/or change.

### Grading Policy

Grades will be based on the following:

| **Course** **Component** | **Percentage of overall average** |
| --- | --- |
| Outlines | 20% |
| Exams | 20% |
| Quizzes (open notebook) | 20% |
| Projects | 20% |
| Essays (writing assignments) | 20% |
| **Total** | **100** |

### Late Assignments

1. **LATE** work will be accepted
   1. One day late: MINUS 20%
   2. Two days late: MINUS 40%
   3. Three days late MINUS 50%
2. All assignments missed due to **LEGAL** absences should be completed within 5 days of return to school (including quizzes and exams) no deduction will be made.

## Course Policies

*Instructor’s Philosophy*

AP United States History will incorporate both lecture-style instruction and numerous activities. Many lectures will be accompanied by a presentation, which will emphasize key terms and theories. In addition to the presentations, individual and group activities will be conducted to reinforce the main ideas found in the lectures. The course is structured to provide application of learned material.

General assignments will include, but not limited to the following...

1. **Outlines:** assignments that will develop the students' content with regards to United States History. This content will be reviewed and categorized in the daily lecture. Each assignment will be scored on a 0 to 5 scale, 5 out of 5 is a perfect score.
2. **Open notebook quizzes:** short assessments, 5 to 10 multiple choice questions, and a short answer.
3. **Unit review guides:** homework assignments that will include definitions, and key individuals, major themes throughout the unit, sample multiple-choice, and short answers.
4. **Unit exams:** will consist of multiple-choice 45 questions. Both stimulus based questions and content recall questions.
5. **Projects:**  Projects will vary by unit and topic. Possible projects include but are not limited to; class debates, political cartoons, campaigns, and research/presentations.
6. **Essays: All written assignments will fall into this category. Short answer, essays, opinion responses.**

All assigned work will be completed individually unless otherwise stated by the teacher. All assigned work is to be turned in on the due date. Late assignments will be docked 50% of the value awarded. If a student is legally absent, the individual is given a one-day grace period for all classwork and homework assignments. If a student is legally absent during a formal assessment, the individual will be given a one-day grace period. All assigned work and assessments missed due to an illegal absence will receive a zero. Any work found to be plagiarized will receive a zero and a disciplinary referral will be turned into the school administration.

## Academic Integrity Rules

*Specific course rules or policies regarding cheating, plagiarism, fabrication, and/or facilitation of academic misconduct.*

Examples: Students may discuss homework assignments (if authorized), but are expected to individually work/write/solve any and all submitted work.   All authorized resources used, including but not limited to internet sites (i.e. Chegg, StudySoup, Course Hero, etc.), should be appropriately cited. Please restrict all use of cell phones and/or other electronic devices during class to course-related activities.   The focus of class time should be interaction between students, and with the instructor.  Any other unauthorized activities are likely to be distracting to other students and the instructor.  Calculators on other devices (computers, phones, etc.)  are not allowed to ensure students do not communicate with others during exams.  Because it’s important to everyone at Roy C. Ketcham that academic standards be maintained,  academic misconduct may result in an appropriate academic penalty (lower grade/failing grade) imposed by the faculty.

**NYS Social Studies Framework**

**11.1 COLONIAL FOUNDATIONS (1607– 1763):** European colonization in North America prompted cultural contact and exchange between diverse peoples; cultural differences and misunderstandings at times led to conflict. A variety of factors contributed to the development of regional differences, including social and racial hierarchies, in colonial America.

**11.2 CONSTITUTIONAL FOUNDATIONS (1763 – 1824):** Growing political and economic tensions led the American colonists to declare their independence from Great Britain. Once independent, the new nation confronted the challenge of creating a stable federal republic.

**11.3 EXPANSION, NATIONALISM, AND SECTIONALISM (1800 – 1865):** As the nation expanded, growing sectional tensions, especially over slavery, resulted in political and constitutional crises that culminated in the Civil War

**11.4 POST-CIVIL WAR ERA (1865 – 1900):** Reconstruction resulted in political reunion and expanded constitutional rights. However, those rights were undermined, and issues of inequality continued for African Americans, women, Native Americans, Mexican Americans, and Chinese immigrants.

**11.5 INDUSTRIALIZATION AND URBANIZATION (1870 – 1920):** The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts

**11.6 THE RISE OF AMERICAN POWER (1890 – 1920):** Numerous factors contributed to the rise of the United States as a world power. Debates over the United States’ role in world affairs increased in response to overseas expansion and involvement in World War I. United States participation in the war had important effects on American society.

**11.7 PROSPERITY AND DEPRESSION (1920 – 1939):** The 1920s and 1930s were a time of cultural and economic changes in the nation. During this period, the nation faced significant domestic challenges, including the Great Depression.

**11.8. WORLD WAR II (1935 – 1945):** The participation of the United States in World War II was a transformative event for the nation and its role in the world.

**11.9 COLD WAR (1945 – 1990):** In the period following World War II, the United States entered into an extended era of international conflict called the Cold War which influenced foreign and domestic policy for more than 40 years

**11.10 SOCIAL AND ECONOMIC CHANGE/DOMESTIC ISSUES (1945 – present):** Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net.

**11.11 THE UNITED STATES IN A GLOBALIZING WORLD (1990 – present)** The United States’ political and economic status in the world has faced external and internal challenges related to international conflicts, economic competition, and globalization. Throughout this time period, the nation has continued to debate and define its role in the world.

## Course Schedule

Will be posted and update through Google Classroom