



Round Lake Senior High School

AP U.S. History

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COURSE DESCRIPTION

Welcome to AP U.S. History! The objective of this course is to increase your understanding of United States history from its discovery to the present-day. This will occur through emphasis on the development of important reading, writing, and historical thinking skills. This course will be broken up into separate periods and will focus on specific themes that relate to trends that have developed over time.

This is a college-level course and thus will be taught that way. The major difference between a college and high school history course is the amount of reading and focus. Most high school courses stress what happened, intending to provide enough background to ensure good citizenship. In contrast, college-level history courses stress why and how things happened as well as the consequences.

COURSE OBJECTIVES:

As a result of this class, students will be able to develop important reading, writing, and historical thinking skills that will help them be successful and perform well on the AP U.S. history exam.

The following historical skills will be practiced and developed in this course:

- Ø Historical causation
- Ø Patterns of continuity and change over time
- Ø Periodization
- Ø Comparison and contrast
- Ø Contextualization
- Ø Historical argumentation
- Ø Appropriate use of relevant historical evidence
- Ø Interpretation
- Ø Synthesis

The content learning objectives for AP U.S. history are organized under the following themes, which are topics of historical inquiry that will be explored throughout the year. These themes focus student understanding of major historical issues and developments, helping students to recognize broad trends and processes that have emerged over centuries in what has become the United States.

- Identity
- Politics & Power
- Environment & Geography
- America in the World
- Ideas, Beliefs, & Culture
- Peopling
- Work, Exchange, & Technology

REQUIRED TEXT

Fraser, James. *By the People: A History of the United States AP Edition*. New York: Pearson Education, 2014. Print.

SUPPLIES

The following materials are required for success in this class:

- Ø Textbook
- Ø 3-ring binder
- Ø Pen/Pencil
- Ø Loose-leaf paper

CLASS POLICIES

- Ø Be respectful – to yourself, your teacher, and your classmates.
- Ø Be on time and in your seat when the bell rings.
- Ø Listen and participate. Do not dominate!
- Ø Do your own work.
- Ø All school rules and procedures found in the “In the Know” will apply and be enforced at all times, including tardy, class cut, and electronic devices policies.
- Ø Put in the effort demanded of this type of class.

ASSIGNMENTS

Daily Assignments

Daily, in-class activities help the teacher monitor how well you are learning and provide a means of communication between you and your teacher about your learning needs. You should consider daily assignments and activities as an opportunity to “show what you know.”

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Homework and Practice

All assigned work is important and meaningful for your learning and therefore is expected to be completed in a timely manner. Your teacher must make adjustments to lessons based on what you and your classmates have learned and what you have yet to learn. Thus, homework and practice activities communicate to the teachers about *how you are doing in class*. Completion of homework or practice by the assigned due date is *critical* for you to get the greatest benefit from the work.

Expect to do homework every night. Homework usually includes reading, writing, and REVIEWING your notes. Since many assignments are designed to build on previous skills or to prepare you for the following day’s activities, they **MUST** be completed on time. Absences do **NOT** excuse you from deadlines! Assignments must be turned in the day you return from an excused absence and before you go on a field trip. Late work will result in a 50% grade reduction. Late work will not be accepted beyond the summative test date for that particular unit. Any work that is copied or plagiarized will receive a zero and the appropriate administrative actions will be taken. [lick on tab to describe the type of homework and/or practice activities a student can expect to see in your course.](#)

Participation

Participation in your class is critical both to enable and to demonstrate your learning. Because student learning is our most important goal, attendance and a timely arrival to class are necessary parts of participation.

Expectations for participation include contributing to class discussions, activities, and assignments. Be involved! The more you are involved, the more interesting the class will be.

ASSESSMENTS

Diagnostic Assessments

You will complete short diagnostic assessments at the beginning of each unit of instruction. The purpose of the diagnostic assessment is to determine what and how much prior knowledge you bring to each unit. Your teacher will use the information to make adjustments, if necessary to the unit of study. You, as a responsible student, are expected to use the results of the diagnostic assessment to evaluate what you know about the upcoming unit of study and to prepare yourself for the effort required to successfully master the required concepts and skills.

Formative Assessments

You will complete regular formative assessments throughout the unit of instruction. Typically, formative assessment occurs weekly. Formative assessments are designed as a “check-up” on your learning progress toward mastery of the concepts and skills in each unit of instruction (identified in “Course Objectives” above). Your teacher will use the information gained from the formative assessments to make adjustments, if necessary, to the unit of study. You will be expected to use the results of the formative assessment to evaluate your progress toward the learning objectives and to make adjustments to your learning efforts as a result of the information provided by the assessments.

Summative Assessments

Each summative assessment provides the opportunity for students to demonstrate mastery of critical concepts and skills in the content area. Summative assessments are designed to be a final evaluation of what students have learned. Consequently, students’ grades are a reflection of their performance on the summative assessments.

Types:

Multiple-Choice Tests/Fill-in-the-blank Tests/Quizzes

- 1 multiple-choice test per unit
- A fill-in-the-blank vocabulary test per unit
- Quizzes to check homework and reading

Short Answer, Long Essay, DBQ Tests

- At least one short answer, long essay, and/or DBQ will be assigned during each unit. (*Any student receiving less than a 70% MUST complete an essay “remediation” sheet and rewrite his/her essay.)

Projects

- Group presentations, portfolios, and similar evidence of student learning fall under this category.

GRADING POLICY and GRADING SCALE

Grading Scale on Rubric

Grades in AP U.S. History will be assessed primarily using a four-point rubric. The conversion of the rubric to the standard grading scale is explained below:

Grading Criteria

- *All assignments will be assessed using a 4-point rubric. The values at the right reflect the conversion of the 4.0 scale into letter grades.*

GRADE	RANGE
A+	3.90 – 4.00
A	3.63 – 3.89
A-	3.26 – 3.62
B+	3.09 – 3.25
B	2.92 – 3.08
B-	2.76 – 2.91
C+	2.50 – 2.75
C	2.25 – 2.49
C-	2.00 – 2.24
D+	1.84 – 1.99
D	1.67 – 1.83
D-	1.50 – 1.66
F	0.00 – 1.49

Each 4-point rubric will have the following categories:

- **4 = Advanced**
 - Student has demonstrated both an excellent understanding of required concepts and mastery of essential skills. Student consistently performs above and beyond course expectations.
- **3 = Proficient**
 - Student has demonstrated both a good understanding of required concepts and mastery of essential skills. Student consistently meets course expectations.
- **2 = Basic**
 - Student has demonstrated a basic understanding of required concepts and is approaching or has demonstrated a basic mastery of essential skills. Student generally meets minimum course expectations.
- **1 = Below Basic**
 - Student infrequently demonstrates a basic understanding of course concepts and lacks mastery of essential skills. Student generally to regularly does not meet minimum course expectations.
- **0 = Not Evident**
 - Student demonstrates little to no evidence of a basic understanding of course concepts and little to no mastery of essential skills, and/or evaluation of student understanding of concepts and mastery of skills is not possible due to lack of evidence. Student regularly does not meet minimum course expectations.