

**Mr. Elliot Archer, MA**  
**11<sup>th</sup> Grade AP US History**  
**Stephenville High School**  
**2650 West Overhill Drive**  
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### **School/District Information**

Mission Statement: The mission of Stephenville High School is to strive for academic and extracurricular excellence by combining a rich heritage of tradition, meaningful relationships, and high expectations which will empower students to be productive members of society.

#### **Statements of Belief:**

- All students can learn when teachers are passionate about their subject areas and use a variety of instructional approaches.
- A safe, physically comfortable, and stimulating environment promotes student learning.
- Every individual deserves to be treated with respect and fairness.
- An understanding of diversity and an appreciation for diversity are necessities in effectively building positive relationships.
- Communication and collaboration at all levels are essential for school improvement and achievement.
- Maintaining high expectations encourages student participation, success, pride, and integrity.
- It is the shared responsibility of the staff, students, parents, and community to accomplish the Stephenville High School mission.

#### **Core Values:**

- Growth
- Integrity
- Initiative
- Relationship
- Excellence
- Personalization

### **Course Description**

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 and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course to make connections among historical developments in

different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

### Required Materials

- Textbook (American History: Connecting with the Past)
- Connected learning journal
- Pencil, highlighters
- iPads
- Access to Canvas and other online classroom resources during class

### Course Goals (Based on AP Course Framework and Guidelines)

- Identify and explain historical developments and processes.
- Analyze sourcing and situation of primary and secondary sources.
- Analyze arguments in primary and secondary sources.
- Analyze the context of historical events, developments, or processes.
- Use historical reasoning processes like comparison, causation, continuity, and change, to analyze patterns and connections between and among historical developments and processes.
- Develop an argument after gathering sources, interpreting those sources, and developing perspectives on the matter.
- Understand the eight themes (American and national identity; work, exchange, and power; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures) provided within the course to develop perspectives and connections among historical topics and developments.

### Course Outline

August 19th to August 28th	Native American Society, European Exploration, Spanish Exploration and Conquest
August 31st to September 18th	European Colonization and British Colonies, Transatlantic Slave Trade
September 21st to October 9th	Causes of the American Revolution, The American Revolution, Articles of Confederation
October 14th to October 30th	The Constitution, The Early Republic, Political Parties, Age of Jefferson
November 2nd to November 30th	The Age of Jackson, The Second Great Awakening
December 1st to December 17th	Manifest Destiny, Sectionalism and Compromise, Civil War
January 6th to January 7th	Review of 1st Semester, Reconstruction, Westward Expansion
January 8th to January 19th	Gilded Age, Imperialism and the Spanish-American War, Progressive Era
January 20th to February 2nd	World War I, The Roaring 20s
February 2nd to February 19th	The Great Depression, FDR and The New Deal, World War II
February 22nd to March 19th	World War II, The Truman Doctrine, Postwar Diplomacy
March 22nd to April 5th	The Cold War, The Civil Rights Movement, The Vietnam War and LBJ
April 6th to April 16th	Watergate, Reagan, The End of the Cold War, 21st Century

April 19th to May 11th	Review of all content, techniques for SAQs, LAQs, and DBQs before exam
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### **Coursework Policy**

- Students will receive rigorous and purposeful coursework as deemed fit by the instructor.
- Homework will either be the coursework that is not finished in class or a meaningful, authentic assessment/activity based around the unit discussed that day.
- Late/missing work is not tolerated in this class. 10% of the grade on missing/late work will be deducted every day after the due date.

### **Course Requirements**

- Assessments (SAQs, LAQs, DBQs)
  - Short answer questions, long answer questions, and document-based questions are the primary questions for understanding for the AP US History Exam. Throughout the semester, students will learn the techniques for writing prompts based on each question, along with how to construct perspectives and arguments based on course material and primary/secondary sources.
- Projects
  - This course will be heavily based around projects such as timelines, presentations, roundtables, and other activities to not only aid in retaining material as students relate it to their own lives but will also engage them rather than utilizing lectures daily.
- Mastery assignments and quizzes
  - Students will be given a mastery assignment/quiz at the end of each unit to check for an understanding and track back, if necessary, on certain subjects. Mastery assignments and quizzes consist of traditional paper quizzes, but also active classroom discussion or oral exams.
- Class participation
  - As a student in AP US History, you are expected to have active discussion among different topics. Contributing perspectives or questions on matters discussed and participating in guided/scaffolded activities as a class, along with some bonus quizzes, will contribute to the class participation score.

### **Course Grading Policy/System**

- Projects, Assessments (SAQs, LAQs, DBQs) – 60%
- Mastery Assignments, Quizzes – 20%
- Class Participation (Whole/Small Group Activities, Bonus Quizzes, Contribution) – 20%

### **Attendance and Tardiness Policy**

- To receive credit in a class, a student must attend at least 90 percent of the days the class is offered. A student who attends at least 75 percent but fewer than 90 percent of the days the class is offered may receive credit for the class if he or she completes a plan, approved by the principal, that allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit for the class.

If a student attends less than 75 percent of the days a class is offered or has not completed a plan approved by the principal, then the student will be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit, if appropriate.

- Tardiness is not tolerated unless in extenuating circumstances. Students must bring a pass to class before entering the room after the bell has rung. If a student earns three or more tardies, the consequences will declare depending on amount, including parent-teacher phone call/conference or visits with Assistant Principal or Principal.
- Attendance will be counted as class begins. As students begin working on their bell ringer, I will be checking attendance through the roster via Skyward. If a student is counted absent, once the student returns to school, they must provide a doctor's note, extracurricular form, field trip form, or other form of evidence for the absence to be counted as excused. Unexcused absences will be treated the same as that of tardiness.

### Classroom Rules

- I. Students must be **prepared** for class every day.
- II. Remain **respectful and considerate** towards the teacher, other adults like substitute teachers and administrators, your peers, and the classroom.
- III. **Do not** plagiarize your work in this class. Those who plagiarize will receive a 0 on their project or assessment.
- IV. Be **prepared** to have discussions during lecture time.
- V. Put forth **your best effort** in our class.
- VI. Come to me if you are **struggling**, regardless if it is an academic or personal concern.

### Classroom Procedures

- I. I will greet students at the door during most passing periods to establish effective and active relationships with them. However, depending on the day, the door will be closed due to errands and meetings arising during conference periods, along with specific duties where I must actively monitor certain areas, like the restrooms or hallway. If my door is closed, students must **remain outside in a single file line**. If a student knocks on the door, they will continue to **wait** until I arrive at the door and greet them.
- II. As students will enter the classroom, there will be a tray to obtain the coursework or rubric necessary for the lesson and activities being completed that day, along with another tray to place homework due. Students are expected to **sit down in their seats** after retrieving their coursework and completing other necessary tasks, like turning in journals for grading or sharpening their pencil. After students finish their tasks, they are also expected to read the standards written on the board to understand what is being discussed during the period. Students are **not allowed** to remain standing during passing periods to provide for efficient movement as students are completing different tasks before the class begins.
- III. After I walk into class when passing period ceases, all students **must remain seated** as begin my lecture time. Students **will NOT sharpen pencils, speak to their friends, or get up for any other reason during lecture time.**
- IV. If students have any questions during lecture time, they **will raise their hands** without speaking out loud to avoid interruptions for students listening to the lecture. It is

probable that I will not get to their question immediately, so I will be signaling them with one finger to represent 'one moment.' I will also write their name on the board to remember that they had a question about the material being discussed to refer back to, especially when more than one individual has a question about the subject matter. On the first day of class and throughout the year, I will remind students to **write their questions down**, so they do not forget their question.

- V. After lecture time ends, activities will be utilized for students to comprehend the topics learned during lecture time, interpret the material, and relate it to their current lives or society. During this time, students **are allowed** to sharpen their pencils, ask to use the restroom, and talk at a reasonable level **as long as they are completing their objectives**.
- VI. As the class completes their exercise, I will be actively observing the behavior and volume of the classroom by walking around. If something goes awry across the classroom, I will remind the students to decrease their volume or stop doing a certain action. If only an individual student or a small group is causing a disruption, I will either place a hand on their shoulder or observe them until they recognize their misconduct. If the behavior persists, the student will stay after class with me and I will have a discussion with them about their actions and what is potentially causing that conduct.
- VII. Before leaving, students **must clean up around their desks and along the classroom**, especially when participating in exercises that require materials that may cause clutter, including excess paper, misplaced materials, or any other objects that need to either be thrown away or placed in a different area. Students must **respect their environment** just as they respect myself, other adults in the room, and their peers.
- VIII. After cleaning the room, students must **remain seated** until I release them. The bell **will not** release students.
- IX. Technology is **permitted within the classroom** for **ACADEMIC PURPOSES ONLY**. Cell phones must be placed in the student's backpack and must remain in the bag for the remainder of the class period. I may allow students to utilize their cell phones for research over topics during time for activities or exercises, but they must **leave** their phone in their backpack, **especially during lecture time**.
- X. In the event of a drill or situations of a fire, natural disaster, or active shooter, students must **remain calm** and follow my directions and those from administration. Students must refrain from causing a commotion over the situation to keep themselves and their peers safe from harm, along with providing for a seamless transition from the classroom environment to the guidelines given by myself and administration.