**AR Johnson Magnet School**

**Ms. Stephanie Campbell**

campbst@richmond.k12.ga.us

**ROOM 807**

**OFFICE Hours: 3:20-4:00 PM Monday-Thursday (exceptions being meetings and conferences and weeks I have afternoon duty)**

**Greetings:** Hello All,

I am Ms. Stephanie Campbell. I graduated from Augusta University in 2009 with my Bachelor’s in History and in 2011 with my Master’s in Teaching. I hope you are ready for an exciting, history-filled year because I know I am. Just a little bit about me: I have been at ARJ for 9 years and have taught all different subjects. My favorite time in United States History is The Civil Rights Era and I cannot wait to find out yours. Please read this syllabus carefully because it contains a lot of information that is pertinent to you doing well in this class.

**ADVANCED PLACEMENT United States History**

Welcome to Advanced Placement (AP) United States History. This information sheet is issued to you to inform you of the goals, expectations, and standards I have for you for this course. I hope to foster cooperation and understanding between you, your parent(s)/guardian(s), and me this school year so that we together can maximize your educational experience, and so that you can successfully navigate this course.

**Why study AP United States History?** In AP United States History, students investigate significant events, individuals, developments, and processes from 1491 to the present which will better help them understand events of today. Students develop and use the same skills, practices, 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 over time. AP United States History is designed to be the equivalent of an introductory college or university survey of US History. The best way to understand the USA is by studying its history. We are the way we are because of our past. Those who do not understand the past are doomed to repeat it.

The course framework includes two essential components:

**1. HISTORICAL THINKING SKILLS AND REASONING PROCESSES** The historical thinking skills and reasoning processes are central to the study and practice of world history. Students should practice and develop these skills and processes on a regular basis over the span of the course.

**2. COURSE CONTENT** The course content is organized into commonly taught units of study that provide a suggested sequence for the course. These units comprise the content and conceptual understandings that colleges and universities typically expect students to master to qualify for college credit and/or placement. This content is grounded in themes, which are cross-cutting concepts that build conceptual understanding and spiral throughout the course.

**CLASS ROOM MATERIALS**

Materials needed for the class **EVERY DAY** (unless otherwise noted):

* Textbook will be uploaded to Canvas by unit
* 3 ring binder with 10 dividers (one for each unit and important handouts)
* a Writing Utensil (i.e. pencil, and/or pen)-blue or black ink for essay writing

**Major Grades: (40% )**

Major grades consist of tests, quizzes, and AP test style work (SAQ, LEQ, and DBQ)

* Tests will typically be administered at the end of each unit, covering the chapter(s) we have just studied. Many tests will be patterned after the AP World History: Modern examination the style and frequency of tests, however, is subject to change.
* Grading percentage breakdown per nine weeks is as follows: tests and quizzes cover information from the readings, handouts, and lectures and are usually in a variety of formats including but not limited to; short answer, multiple-choice, online, etc.
  + The multiple-choice questions are taken from test banks, former AP tests, and are also teacher generated. Historical writing is an essential part of the AP World History curriculum.
  + Students should expect in-class and take-home essay assignments. As the year progresses, students can also expect in-class timed essays.
* Multiple Choice Unit tests will consist of anywhere from 20-40 questions. There will be an approximate total of 9 Unit Tests all of which will be announced in advance. The multiple-choice exams will help ensure the students’ ability to be timely and accurate, both of which are instrumental in performing well on the AP World History: Modern Examination.
* Quizzes: will be given every time we have a reading assignment. I will ensure dates are listed in Canvas and on the Promethean Board. **Quizzes will not be made up. I drop the lowest quiz grade and we take so many that missing one or two will not affect your overall grade. YOU NEED TO ENSURE YOU ARE IN CLASS DAILY.**

**Grade Recovery Plan:** I use a square root curve for your exam but if you make between a 79-70 before the SRC, you must come after school and complete a test analysis sheet. If you make below a 70, you will be assigned specific AP daily videos, Heimler’s History videos, HipHughes, or Khan Academy videos (I let you choose) and then you may retake the test. Retakes replace the first grade.

**Minor Grades: (60%)**

AP is not like other classes you will take. It is your responsibility to learn the material and I will teach you the skills necessary to make a 3 or better on the AP exam using the content material you have learned. Failure to complete assignments in on time will cause not only a poor grade in the class but a poor grade on the AP exam.

***Reading/Written Homework*** will be required every night, unless otherwise stated by the teacher. Students are responsible for reading and completing written homework as it is assigned. They may work together in assigned groups (for discussion purposes) but must complete all homework. Homework will consist of AP Study questions in the book (more on that in class)

***Classwork****:* Discussion of previous night’s homework and any other assignments that is not an AP test assignment. Students will have ample opportunities in the classroom to show mastery of the unit topic, theme, historical thinking skill or reasoning process we are covering in class. They will need to complete all assignments in a timely manner to ensure they are graded prior to the test. This will help students to ensure they do the best not only in class but also on the test.

**MAKE-UP WORK/LATE WORK POLICY**

Students may make up tests and homework when they bring in an excuse that meets with the guidelines of an excused absence as stated by the Richmond County Board of Education. Tests and other work missed during an excused absence should be made up within 5 school days. It is the responsibility of the student to check on what was missed during an absence. **If a student is absent, he/she must turn in their excuse within 5 school days. Failure to do so will result in the absence becoming permanently unexcused.** In the case of an unexcused absence, students are allowed **ONLY** to make up major test and projects. ALL ASSIGNMENTS WILL BE ON CANVAS FOR YOU TO COMPLETE AT HOME.

Late work Policy: There is no late work policy; once the chapter test has been completed, no late work will be taken up. However, students are allowed to redo any test as stated in the grade recovery plan within 7 school days of the first test date. I will not approach students about retaking a test, that is their responsibility. They will bring home a redo/retake form for parents to sign and then must complete assigned work to retake the test within 7 days.

Parents and students can access grades through Infinite Campus. Failing students will receive an email mid-month, starting in September, and a phone call at the end of the month. Apart from essays and major projects, grades are generally posted within 5 school days of being taken up (or of a test/quiz being given). Parents are welcome to contact the teacher by email: [campbst@richmond.k12.ga.us](mailto:campbst@richmond.k12.ga.us) .

**GRADING RUBRIC**

A general grading rubric for each assignment is included with this syllabus. The teacher will use this rubric in grading each student’s assignment. The teacher reserves the right to make changes in the rubric or use another rubric when and if it becomes necessary.

## THEMES

The themes serve as the connective tissue of the course and enable students to create meaningful connections across units. They are often broader ideas that become threads that run throughout the course. Revisiting them and applying them in a variety of contexts helps students to develop deeper conceptual understanding. Below are the themes of the course and a brief description of each.

***THEME 1: American and National Identity (NAT)*** focuses on how and why definitions of Americans and national identity and values have developed among the diverse and changing population on North America, as well as topics such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism

***THEME 2: Work, Exchange, and Technology (WXT)*** focuses on the factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government

***THEME 3: Geography and the environment (GEO)*** focuses on the role of geography and both the natural and human-made environments in the social and political developments in what would become the United States

***THEME 4: Migration and Settlement (MIG)*** focuses on why and how the various people who moved to and within the United States both adapted to and transformed their new social and physical environments

***THEME 5: Politics and Power (PCE)*** focuses on how different social and political groups have influenced society and government in the United States as well as how political beliefs and institutions have changed over time

***THEME 6: America in the World (WOR)*** focuses on the interactions between nations that affected North American history in the colonial period and on the influence of the United States on world affairs

***THEME 7: American and Regional Culture (ARC)*** focuses on how and why national, regional, and group cultures developed and changed as well as how culture has shaped government policy and the economy

***THEME 8: Social Structures (SOC)*** focuses on how and why systems of social organization develop and change as well as the impact that these systems have on the broader society.

## AP Examination

2021 Exam Date: Wednesday, May 10, 2024@8 AM. The AP United States History Exam assesses student understanding of the historical thinking skills and learning objectives outlined in the course framework. The exam is 3 hours and 15 minutes long and students are required to answer 55 multiple-choice questions, 3 short-answer questions, 1 document-based question, and 1 long essay question.

**Chronological Boundaries of the Course**

The course will have as its chronological framework the period from approximately 1491-2016

**Units Chronological Period** **Exam Weighting**

Unit 1:1491-1607………. . . . . . . . . . . . . . . . . . . . . . . . . . .. . . . . . 4-6%

Unit 2: 1607-1754…………………………… . . . . . . . . . . . . . . .. 6-8%

Unit 3: 1754-1800…………. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 10-17%

Unit 4: 1800-1848……………………………………. . . . . . . . .. .10-17%

Unit 5: 1844-1877 . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .. 10-17%

Unit 6: 1865-1898………………………………………. . . . . . . .10-17%

Unit 7: 1890-1945, . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .. .10-17%

Unit 8: 1945-1980………………………………………. . . . . . . . 10-17%

Unit 9: 1980-Present . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 4-6%

**Course Outline (*Items are subject to change*)**

*Fall Semester*

**Introductions to United States History**

* Syllabus Overview
* Overview
* Period 0: Review of material not covered in AP World History Modern

**Unit 1: Period 1: 1491-1607**

* Contextualizing Period 1
* Native American Societies Before European Contact
* European Exploration in the Americas
* Columbian Exchange, Spanish Exploration, and Conquest
* Labor, Slavery, and Caste in the Spanish Colonial System
* Cultural Interactions Between Europeans, Native Americans, and Africans
* Causation in Period 1

**Unit 2: Period 2: 1607-1754**

* Contextualizing Period 2
* European Colonization
* The Regions of British Colonies
* Trans-Atlantic Trade
* Interactions Between American Indians and Europeans
* Slavery in the British Colonies
* Colonial Society and Culture
* Comparison in Period 2

**Unit 3: 1753-1800**

* Contextualizing Period 3
* The Seven Years’ War (French and Indian War)
* Taxation without Representation
* Philosophical Foundations of the American Revolution
* The American Revolution
* The Influences of Revolutionary Ideals
* The Articles of Confederation
* The Constitutional Convention and Debates over Ratification
* The Constitution
* Shaping a New Republic
* Developing an American Identity
* Movement in the Early Republic
* Continuity and Change in Period 3

**Unit 4: Period 4: 1800-1848**

* Contextualizing Period 4
* The Rise of Political Parties and the Era of Jefferson
* Politics and Regional Interests
* America on the World Stage
* Market Revolution: Industrialization
* Market Revolution: Society and Culture
* Expanding Democracy
* Jackson and Federal Power
* The Development of an American Culture
* The Second Great Awakening
* An Age of Reform
* African Americans in the Early Republic
* The Society of the South in the Early Republic
* Causation in Period 4

**Unit 5: Period 5 1844-1877**

* Contextualizing Period 5
* Manifest Destiny
* The Mexican-American War
* The Compromise of 1850
* Sectional Conflict: Regional Differences
* Failure of Compromise
* Election of 1860 and Secession
* Military Conflict in the Civil War
* Government Policies During the Civil War
* Reconstruction
* Failure of Reconstruction
* Comparison in Period 5

*Spring Semester*

**Unit 6: Period 6: 1865-1898**

* Contextualizing Period 6
* Westward Expansion: Economic Development
* Westward Expansion: Social and Cultural Development
* The “New South”
* Technological Innovation
* The Rise of Industrial Capitalism
* Labor in the Gilded Age
* Immigration and Migration in the Gilded Age
* Responses to Immigration in the Gilded Age
* Development of the Middle Class
* Reform in the Gilded Age
* Controversies over the Role of Government in the Gilded Age
* Politics in the Gilded Age
* Continuity and Change in Period 6

**Unit 7: Period 7: 1890-1945**

* Contextualizing Period 7
* Imperialism: Debates
* The Spanish-American War
* The Progressives
* World War I: Military and Diplomacy
* World War I: Home Front
* 1920s: Innovations in Communication and Technology
* 1920s: Cultural and Political Controversies
* The Great Depression
* The New Deal
* Interwar Foreign Policy
* World War II: Mobilization
* World War II: Military
* Postwar Diplomacy
* Comparison in Period 7

**Unit 8: Period 8: 1945-1980**

* Contextualizing Period 8
* The Cold War from 1945-1980
* The Red Scare
* Economy after 1945
* Culture after 1945
* Early Steps in the Civil Rights Movement (1940s and 1950s)
* America as a World Power
* The Vietnam War
* The Great Society
* The African American Civil Rights Movement (1960s)
* The Civil Rights Movement Expands
* Youth Culture of the 1960s
* The Environment and Natural Resources from 1968-1980
* Society in Transition
* Continuity and Change in Period 8

**Unit 9: Period 9: 1980-Present**

* Contextualizing Period 9
* Reagan and Conservatism
* The End of the Cold War
* A Changing Economy
* Migration and Immigration in the 1990s and 2000s
* Challenges of the 21st Century
* Causation in Period 9

**\* During the first semester, final exams we will have a cumulative test to review all information covered up until that point. During 2nd semester, we will take a full mock EOC prior to taking the actual exam. This exercise will be done to assist the student in continued preparation for the AP United States History Exam. The test date would be revealed once scheduled by the teacher.**

**Spring Break:** April 8-April 15, 2024

**The Big Review (Tentative In-Class Review Days):** April 22-May 9, 2024

**Advanced Placement United States History:** 10 May 2024 8AM

**DISCIPLINE IN THE CLASSROOM**

The rule for classroom discipline is simple: Work hard, study hard, do the right thing. If the student does not do the things, the student will be disciplined in an appropriate manner as determined by Richmond County Board of Education policy in place at Johnson Magnet School, as well as the teacher’s own rules and regulations.

Again, I am pleased to have you in my class and look forward to our school year. I believe we will have a productive school year if we all work hard toward our goals. I will attempt to make myself available to all of you anytime that you need me.

**CELL PHONE POLICY: These offenses are cumulative and build upon each other.**

1st offense- Warning to put phone away

2nd offense-phone will be put in phone jail (paper bag on desk) phone call home

3rd offense-1 hour detention and phone call home

4th offense- 3-hour detention and phone call home

5th offense-written behavioral warning and phone call home

Thank you,

Stephanie Campbell

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, parent(s)/guardian(s) of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have received, read, and understand the contents of the syllabus for Ms. Campbell’s Advanced Placement United States History

Signed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TEST ESSAY/HOMEWORK ESSAY/PROJECTS GRADING RUBRIC**

**FOR**

**ADVANCED PLACEMENT UNITED STATES HISTORY**

**Ms. Campbell**

**Johnson Magnet School**

*SCORING DESCRIPTION*

* 1. Contains a well-developed thesis focused on the question which guides the

development of the essay throughout.

Presents an effective analysis and explanation and demonstrates understanding of the complexity of the topic.

Effectively uses all or a substantial number of outside source material and

and interprets them correctly.

Supports thesis with substantial and relevant outside information.

May contain insignificant errors that do not hinder argument or organization.

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**89-79** Contains a consistent, well-developed thesis which addresses the question.

Clear explanation of the differences or similarities of the topic of the issue; some imbalance is acceptable.

Effectively uses some outside source material or uses detail to support

interpretation; uses many accurate details from the time period and interprets

them correctly.

Includes insignificant outside information.

Errors do not interfere with the comprehension.

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**78-70** Presents a limited, confused, or poorly developed thesis; weak organization and

writing.

Describes differences or similarities in a general or simplistic manner, may cover only part of the topic.

Ineffective use of outside source material—briefly cites or quotes outside material in a “laundry list” presentation of information; interprets outside material incorrectly.

Contains little outside information that is not relevant or is inaccurate.

May contain major errors.

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**69-BELOW** Contains no thesis or a thesis that does not address the topic

Exhibits inadequate or inaccurate understanding of the question.

Contains little or no understanding of outside source material or ignores them

completely.

Contains inappropriate or no outside information.

Includes numerous errors both major and minor.

*The assignment was not submitted to the teacher in a timely manner*.

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**0** PLAGIARISM, CHEATING OF ANY FORM ON THE ASSIGNMENT