

# LEAP/APUSH -- US HISTORY

Welcome. The Advanced Placement American History course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in American history. The course work prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses.

Admission to the Advanced Placement American History course is open to everyone, but the student's level of success will depend upon his/her commitment to the course. There is nothing wrong with a "C" in this course, as long as you are learning and putting in maximum effort. Failure to maintain at least a "C" average could be grounds for discontinuing your participation in the course.

Colleges determine enrollment and scholarships based on:

1. SAT scores
2. AP scores
3. # of AP classes taken
4. class rank
5. GPA

The reason colleges rank AP scores so high is because they mean something. GPA and Class Rank are relative to the individual school, but APUSH scores show how well you did against  $\approx 400,000$  of the best and brightest. 22% will get 3's, 20% will get 4's, and the "Elite 8" will get 5's. Many colleges are now basing enrollment and giving fixed scholarship amounts based on your achieving the following levels of expertise:

**AP Scholar:** Granted to students who receive grades of 3 or higher on three or more AP Exams. (\$4,000)

**AP Scholar with Honor:** Granted to students who receive an average grade of at least 3.25 on all AP Exams taken, **and** grades of 3 or higher on four or more of these exams. (\$8,000)

**AP Scholar with Distinction:** Granted to students who receive an average grade of at least 3.5 on all AP Exams taken, **and** grades of 3 or higher on five or more of these exams. (\$12,000)

**AP State Scholar:** Granted to the one male and one female student in each U.S. state and the District of Columbia with grades of 3 or higher on the greatest number of AP Exams **and then** the highest average grade (at least 3.5) on all AP Exams taken. (Full Ride)

**National AP Scholar:** Granted to students in the United States who receive an average grade of at least 4 on all AP Exams taken, **and** grades of 4 or higher on eight or more of these exams. (they will pay you)

AP courses will continue to be a benchmark for college admittance only as long as they continue to be demanding and rigorous classes. I could make this class easy, but you would be unprepared (for both the test AND for college) and lose thousands of dollars, or I can demand your best. We won't be taking a vote. If you aren't prepared to do this level of work then ask yourself: "self, why am I taking this class"? If the answer is: "my mommy makes me", "all my friends do", or "because I'm afraid of the mean kids in the regular classes", then drop right now. PLEASE!!!

I. Rules: don't disrupt the class.

II. Grading: Tests, DBQ's and Major Projects = 75%  
Daily grades including Quizzes = 25%

Tests: tests will cover 4-5 chapter units that are based on specific THEMES (1 or more large, overarching historical questions—see chart on p.2). Tests will be 80 very difficult multiple choice questions completed in NO MORE than 55 minutes. They will be followed by a 35 minute FRQ (essay). The essay will count as a daily grade AND for a curve purchase. It will be graded exactly the same way the FRQ's are graded for the AP exam (scale is a 0-9). You will need to get at least a 4 in order to earn extra credit pts.

DBQ's: Document Based Question. 9=100, 8=95, 7=90, 6=85, 5=75, 4=70, 3=65, 2=Drop the class (see attached rubric). These are the test of whether one is, or isn't, a true scholar of history.

III. Class Structure. I am a firm believer in the idea of Multiple Intelligences. I will try to challenge every student via methods that best fit their individual needs:

1. Lecture: There are times when massive amounts of material need to be covered in a relatively short amount of time. These will usually be PowerPoints, but they will have music, and video clips to enliven them. **For my LEAP classes this will unfortunately be the majority of instructional activities due to the 9 fewer weeks we will meet.**
2. Jigsaw Readings: A method of sharing information amongst group members in order to lighten what will admittedly be a very heavy reading load. This requires that EVERY group member do her/his assignments. If you fail your groups, you will be assigned a group of 1—yourself.
3. Contests: Using the competitive nature of human beings I will be pitting you against other classes and groups for major rewards.
4. Primary source document analysis leading up to DBQ essays. We will write at least 7 major DBQ's (for TEST grades).
5. Socratic Seminars (not as many as Mrs. Adams will have you do). Again, you must be prepared in order to participate. Non-participants will receive zeros.
6. Interactive lessons: mock activities designed to help students emotionally tie into colonization, warfare, immigration, etc.
7. THEMES and THREADS: there are certain THEMES (big ideas) that run throughout history. Tying these THEMES (and history) together are certain THREADS that we will see arise time and again. The table below shows THREADS that MOST associated with each THEME, but these THREADS will also arise within most THREADS. Fro instance the THREAD of “The perception of Inflation’s Role in society” runs throughout American history, but it is MORE prevalent during the Populist Movement than the 1950’s.

THEMES	THREADS
Cultural Diversity	<ol style="list-style-type: none"> <li>1. “Us vs. Them” or Assimilation vs. Multiculturalism</li> <li>2. Racism/Ethnocentrism/Gender Issues</li> <li>3. Development of a National Identity</li> </ol>
Great Individuals vs. Great Times	<ol style="list-style-type: none"> <li>1. Role of the individual</li> <li>2. Cult of Personality</li> <li>3. What makes a “Great Leader”?</li> </ol>
Economics	<ol style="list-style-type: none"> <li>1. How is labor Organized, and how are its fruits divided?</li> <li>2. What determines Value of Labor?</li> <li>3. The perception of Inflation’s Role in society</li> </ol>
Foreign Affairs	<ol style="list-style-type: none"> <li>1. Imperialism, Nationalism and Ethnocentrism</li> <li>2. Alliances: ideological vs. strategic</li> <li>3. War—what is it good for? Historically, quite a bit.</li> </ol>
Government	<ol style="list-style-type: none"> <li>1. Civil rights, Citizenship, Consensus.</li> <li>2. The Structure of Representation?</li> <li>3. Inevitable Rise of Bureaucracy</li> </ol>
Revolutions	<ol style="list-style-type: none"> <li>1. Centripetal vs. Centrifugal Forces: Sectionalism vs. Nationalism</li> <li>2. Reform movements</li> <li>3. Types of: Intellectual, Business, Political, Military</li> </ol>
Geography and the Environment	<ol style="list-style-type: none"> <li>1. Cultural Determinism</li> <li>2. Natural resources</li> <li>3. Borders</li> </ol>
Technology/Organization	<ol style="list-style-type: none"> <li>1. Business effects</li> <li>2. Social/Intellectual effects</li> <li>3. Synergy</li> </ol>

This year the College Board is putting more emphasis on Social History,

<b>Period Covered</b>	<b>Approximate Percentage of Test (Multiple-choice section only)</b>
Pre-Columbian to 1789	20%
1790 to 1914	45%
1915 to the present	35%

Whereas the multiple-choice section may include a few questions from the period since 1980, neither the DBQ nor any of the four essay questions in Parts B and C will deal exclusively with this period.

Together, the multiple-choice and free-response sections cover political institutions, behavior, and public policy; social change, and cultural and intellectual developments; diplomacy and international relations; and economic developments.

<b>Material Covered</b>	<b>Approximate Percentage of Test (Multiple-choice section only)</b>
Political institutions, behavior, and public policy	35%
Social change, and cultural and intellectual developments	40%
Diplomacy and international relations	15%
Economic developments	10%



Unfortunately our textbook reflects the older emphasis on Political History. We will be using the FRQ's as a solution to this problem. Every FRQ you write (see p.1 under the heading "Tests") will be over a social/cultural/Intellectual issue such as women's rights.

The ONLY extra credit will be in the form of historical readings. Once per 9 weeks you can choose to read a scholarly work of history (approved by me) and write a "reading journal". This journal will be lengthy and in depth. It will be grade for Content and Analysis. It will NOT be a "book report" or something you can rip from the internet. It will be YOUR questions, impressions, interpretations and criticism of the work. I will have handouts on this later with a "suggested" list of books.

Good luck. PLEASE come see me whenever you feel you are confused, frustrated, underachieving, etc. I can't help you unless you tell me your problem. I am here before school every day at 7:30. My email is [fergusonmc@lisd.net](mailto:fergusonmc@lisd.net). Your grade will be about the same as it was in World History, unless you start reading and studying differently.

BUY A GOOD REVIEW BOOK FOR THE END OF THE YEAR REVIEW.