



### **IMPORTANT DATES**

#### **1<sup>st</sup> day of class (August 24<sup>th</sup> or 25<sup>th</sup>, 2010):**

- Complete summer assignment due (40 possible points)  
*Due to a very different grading scale used in this class, compared to what you're used to, 40 points in APUSH is about the equivalent of 100 points in a traditional classroom, and will set the tone for your first quarter grade. This assignment is the point equivalent of 10 chapter homework assignments during the regular year.*
- APUSH diagnostic writing assessment (the summer assignment will prepare you)

#### **2<sup>nd</sup> week of school:**

- Test on summer content (50 possible points)

### **IMPORTANT INFORMATION (course grading information, attendance policy, and expectations can be found on Mrs. Read's SharePoint site in the APUSH Student Syllabus 2010 – 2011)**

#### **Course Description:**

- A.P. U.S. History is meant to be a college-level course taught in high school. In fact, it is *harder* than the average college history course because the textbook and all materials must be completed by late April (requiring a pace of 1½ - 2 chapters per week) and because it culminates with a rigorous, comprehensive, nationally administered exam. Most of the responsibility to pass the A.P. exam lies with the individual student. Only bright, motivated, and disciplined students who enjoy history can expect to succeed in this course and on the exam. Students accustomed to getting A's for simply showing up and doing all their homework may be in for a rude awakening. While good attendance and completing homework are essential to success, they are not enough. Content must be mastered and learning demonstrated on exams and essays. This will require a level of hard work and study that is foreign to many students. Most students struggle the first semester, particularly the first six weeks, as they attempt to adapt to college-level work and a college-level work load. However, students who persevere usually learn a great deal about U.S. history and the skills they will need to succeed in college. On the other hand, those taking this course for the wrong reasons (parental/peer pressure or to boost their G.P.A.) are likely to struggle and be disappointed with their choice.
- The overarching goal of this course is to equip students with an appreciation for history that will extend into their college years and provide them with the skills to be active learners throughout their lives. The study of history is about developing critical-thinking skills, enhancing reading and writing abilities, and becoming competent scholars that are able to use historical evidence to think about and debate past and current-event issues.

#### **Caution:**

- Cheating and plagiarism are defined in the student handbook. Make sure the work is your own and not copied from the textbook, off the internet, from other resources, or from your classmates or past students of APUSH. This does not help you learn the material and is in violation of school policy. Discovery of cheating or plagiarizing will not be tolerated. Once a student is found in violation of the academic honesty policy, the student will receive a ZERO on the assignment and face the possibility of receiving an F in the class.

**If you have any questions, please do not hesitate to contact me at the following email addresses:**  
[nicole.read@ocsarts.net](mailto:nicole.read@ocsarts.net)



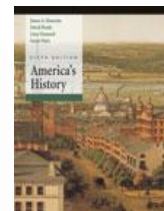
## Directions for APUSH Summer Homework

### Introduction:

- APUSH is a very different curriculum than AP World History because it is much more detail oriented. We are expected, by College Board, to cover 14,000 BC to the present. To make this more manageable, I commit to 1492 – Reagan. In order for us to get through this expanse of time while also bringing meaning to our learning, it is necessary for students to complete summer homework. By completing summer homework, we can spring board into our first semester and get a head start. Due to block scheduling and a limited amount of instructional minutes, OCHSA APUSH students are already missing on average, about sixteen classes or about twenty-four hours of instruction compared to a traditional high school. Let me say “thank you” for taking on this assignment, as it greatly helps us throughout the year.
- There are three parts to the summer assignment. Directions are found below. The different parts as follows:
  - Chapter work for Henretta’s *America’s History, 5<sup>th</sup> Edition* (2003) chapters 1 – 4
  - 4 primary/secondary-source annotated readings to correspond and supplement the textbook, and related analysis
  - 2 current- issues research using ProCon.org in preparation for the diagnostic writing assessment on the first day of class (it is mandatory that you be in class on the first day to participate in the assessment, accompanied by your research)

### Textbook:

- The textbook (mentioned above) can be checked out the last week of school from the bookroom with an accompanying check.
- If you would like to have two copies of the text in order to keep one at home throughout the year, or in order to be able to annotate the non-school book, you can purchase the textbook during the summer from a variety of online sources. Be reminded that there are a variety of editions. The collegiate 5<sup>th</sup> (same as the school version) or 6<sup>th</sup> editions are both acceptable. Also, make sure that your purchase is the whole text, as often the paperbacks come in two volumes.
- All other related materials for the summer assignment are to be found on my SharePoint site at (no www) [http://sharepoint.ocsarts.net/student/academic/nicole\\_read](http://sharepoint.ocsarts.net/student/academic/nicole_read).



### Turn-in Procedures:

- The summer assignment must be turned in on the first day of school as a hard copy.
- You may hand-write the assignment if you would like (as you will be required to do for all other chapter homework throughout the year)
- You may type your assignment by filling in your answers on this document or by creating your own. If you chose this option, **you must present a hard copy in class AND turn your assignment in through [www.turnitin.com](http://www.turnitin.com).**
  - Go to the above website (If you have an account already, you can add APUSH to your existing account by using the information found below)
  - Click “Create Account” at the top right of the homepage
  - Scroll to the bottom of the page and click “Sign up for Turnitin” under New Users

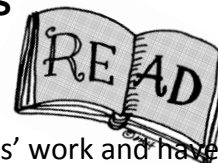
**ORANGE COUNTY HIGH SCHOOL OF THE ARTS**  
**AP United States History 2010-2011**  
Mrs. Read – nicole.read@ocsarts.net



- Click “student” under Create a New Account
  - Enter APUSH’s information:
    - Class ID: 3199798
    - Class enrollment password: iluvhilton
  - Enter your information, create a password, and click “I agree – create profile”
  - You will now see your profile page and will have a class listed: APUSH 2010-2011/Read, N.
  - By clicking on the class and then the assignment, you will be able to upload your summer assignment as one document → PLEASE ONLY UPLOAD ONE DOCUMENT PER STUDENT
- Be reminded that not all of the summer assignment can be completed by typing (annotation, research, etc.), so be sure to bring **ALL** (hard copy included) required summer materials to class.

**Directions:**

- **Part 1 – Chapter work**
- It is your responsibility to read chapters 1 – 4 from the textbook
  - Complete sentence summaries, short answer responses, and essential question (EQ) for each chapter (included at the end of this document)
  - If students want to take their own notes for the chapters as they read, that is fine, but not required, and cannot be turned in for credit
- **Part 2 – Primary/Secondary Source Readings**
- Readings are in PDF format on my SharePoint site in the folder marked “Summer Homework”
  - These readings MUST be printed out (tip: print several pages per page to save on paper and ink)
  - Read and annotate thoroughly (4 readings)
    - I call this “Dialoguing with the Text” and it is a method of close reading that research has shown to help students comprehend and remember difficult material. We will be using this technique year round.
    - “Dialoguing with the Text” includes **highlighting** key quotes or data, **writing** in the margins throughout the text, using **symbols** or your own form of marking to pull out essential information (circling, stars, arrows, etc.), writing out questions in the margins when something doesn’t make sense, recording connections you’re making while you read, labeling parts of the document (for example: political, social, economic or argument, evidence, conclusions), defining words you don’t know, and summarizing key points in your own words. The point is to have a conversation with the reading as if it were talking to you. How would you respond? What would you add to the conversation? What questions would you ask or connections would you make? Is there a discernable bias? This will take you longer to do than “normal,” un-interactive reading, but it pays off when you’re finished and you “get” what you just read. This is also the way I am able to “see” your reading comprehension. These documents should look like they went through battle by the time I see them, and should **meaningfully utilize** the three key words above: highlighting, writing, and symbols.



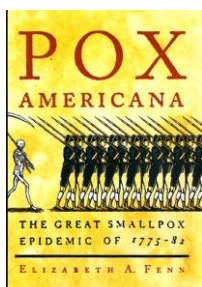
- I have scanned several pages of text from former students' work and have posted them on SharePoint as examples for you of "Dialoguing with the Text."
  - The last part of the primary/secondary source assignment, is to complete a detailed APPARTS for each document. Looking at your "Dialogued" reading, use the APPARTS attachment found on SharePoint to complete this aspect. You can either print it out and handwrite it or do it on your own, handwritten (not typed). APPARTS stands for Author, Place and Time, Prior Knowledge, Audience, Reason, The Main Idea, and Significance. The template online includes trigger questions that will help you get started. You are required to complete one of these for each reading (4 total). Your APPARTS for each document should be no longer than 1 – 2 pages handwritten.
- **Part 3 – Current-issue Research**
- Visit the website [www.ProCon.org](http://www.ProCon.org)
  - Peruse the site and familiarize yourself with it
  - From the homepage, review the topics that are displayed
  - Pick two issues to research, each one from a different category
    - For example, "Legalize Medical Marijuana?" and "Nuclear Power Practical?", or "Right to Health Care?" and "Solutions to Illegal Immigration?"
    - Feel free to do any extra research on the topic, but this is not required. Stick to .edu and/or .org sites. Scholarly periodicals are fine.
  - For each issue, read the 1-Minute Overview to familiarize yourself on the topic
  - Click on "Top 10 Pros and Cons" for each of your topics, and print the entire page
  - "Dialogue with the Text" (directions described above) for each topic
  - In the end you will have two current-issues that you've annotated thoroughly to turn in to me
  - **Think** (you don't need to write this out or turn anything in for this piece) about the following essential questions to prepare yourself for the diagnostic writing assessment on the first day of class: Which side of the argument convinces you best and why? Within each current issue you've read about, evaluate the arguments and supporting evidence given for both sides. Who wins? Can there be an absolute winner? Do you have a possible compromise to offer? In the end, where do you stand on these issues?
  - Bring your "dialogued"-with research from ProCon.org with you to the first day of class. You will be using them to respond to a prompt.



**\*\*Optional: Working Ahead\*\***

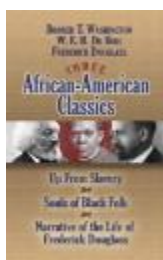
- For those who know they will be carrying a heavy load next year, it is recommended that you begin reading during the summer. This is entirely optional!
- Students will be required during the school year to read one of the six listed non-fiction books and complete a book review.
- This assignment is due prior to the AP exam, but is left to the discretion of the AP student. This not only enriches the curriculum and gives students exposure to literature that is often tested on the AP exam, but it also tests the responsibility and time-management skills of AP students.
- Book review instructions will be made available online in "Class Documents" for those with some extra time on their hands this summer. ☺
- Options:

- *Pox Americana: The Great Smallpox Epidemic of 1775 - 82* by Elizabeth A. Fenn

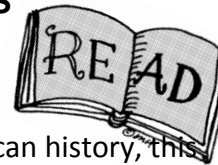


- If you chose this book, it is recommended you read it during the summer or during the first two months of school in order to relate it best to the classroom material, but this is not required.
- From Publishers Weekly: In this engaging, creative history, Fenn (Natives and Newcomers) addresses an understudied aspect of the American Revolution: the intimate connection between smallpox and the war. Closed-in soldiers' quarters and jails, as well as the travel demands of fighting, led to the outbreak of smallpox in 1775. George Washington ended an outbreak in the north by inoculating American soldiers (the colonists had a weaker immune system against smallpox than the British). Indeed, Fenn makes a plausible case that without Washington's efforts, the colonists might have lost the war. Despite the future president's success at "outflanking the enemy" of smallpox, however, the disease spread on the Southern front, where there was "chaos, connections, and a steady stream of victims." Even as the war ended, the increased contact between populations spread the disease as far as Mexico and the Pacific Northwest. The outbreak eventually killed an estimated 125,000 North Americans more than five times the number of colonial soldiers who died (to her credit, Fenn admits that these numbers are inexact). Along the way, Fenn, who teaches history at George Washington University, recounts the fate of many blacks freed under a British "emancipation proclamation" of sorts; promised their freedom if they fought for the British, several thousand ex-slaves perished from smallpox. She also traces the disease's effect on the North American balance of power by devastating some Native American tribes in the 1780s. Long after the war, whites kept Native Americans passive with explicit threats of infection. Fenn has placed smallpox on the historical map and shown how intercultural contact can have dire bacterial consequences.

- *Three African-American Classics: Up from Slavery, the Souls of Black Folk and Narrative of the Life of Frederick Douglass* by Booker T. Washington, W.E.B. DuBois, and Frederick Douglass

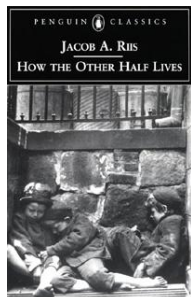


- If you chose this book, it is recommended you read it throughout the first semester in order to relate it best to the classroom material, but this is not required.



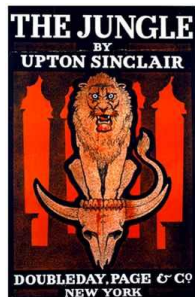
- Synopsis: Essential reading for students of African-American history, this collection represents three highly influential leaders. Washington and Douglass, both born into slavery, recount their rise from bondage to international recognition. Du Bois' landmark essays counsel a more aggressive approach to the civil rights movement.

- *How the Other Half Lives: Studies Among the Tenements of New York* by Jacob A. Riis



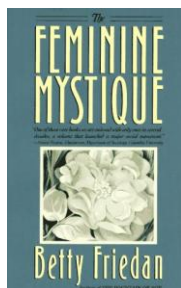
- If you chose this book, it is recommended you read it over winter break or in the last month of first semester in order to relate it best to the classroom material, but this is not required.
- Amazon description: Jacob Riis's pioneering work of photojournalism takes its title from Rabelais's Pantagruel: "One half of the world knoweth not how the other half liveth; considering that no one has yet written of that Country." An anatomy of New York City's slums in the 1880s, it vividly brought home to its first readers through the powerful combination of text and images the squalid living conditions of "the other half," who might well have inhabited another country. The book pricked the conscience of its readers and raised the tenement into a symbol of intransigent social difference. As Alan Trachtenberg makes clear in his introduction, it is a book that still speaks powerfully to us today of social injustice.

- *The Jungle* by Upton Sinclair



- If you chose this book, it is recommended you read it over winter break or early in the second semester in order to relate it best to the classroom material, but this is not required.
- Amazon description: Upton Sinclair's "The Jungle" is one of the handful of books throughout all of history, perhaps, that have encapsulated the crying voices of the oppressed. While many readers and politicians at the time of its publication (and since) have focused on the intolerable conditions in which American food products were produced, the major thrust in "The Jungle" is not in regards to the ill-treatment of our food; it is in regards to the ill-treatment of our workers. One of the greatest social novels ever written, "The Jungle" is a moving tribute to the millions of immigrants who did come here legally, who did find jobs, who were ready to work for their slice of the American Dream, and who survived (barely) despite being swindled, stolen from, lied to, oppressed, turned out, ignored, and abused, almost from the very first step they took into the United States. The recent punditry over immigration that has dominated the national debate should serve as a reminder of the timelessness exhibited in Upton Sinclair's seminal masterpiece.

- *The Feminine Mystique* by B. Friedan

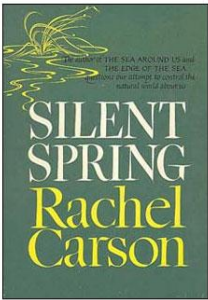


- If you chose this book, it is recommended you read it early in the second semester in order to relate it best to the classroom material, but this is not required.
- Publisher's comments: First published in 1963, *The Feminine Mystique* ignited a revolution that profoundly changed our culture, our consciousness, and our lives. Today it newly penetrates to the heart of issues determining our lives — and sounds a call to arms against the very real dangers of a new feminine



mystique in the economic and political turbulence of the 1990s. Three decades later, the underlying issues raised by Betty Friedan strike at the core of the problems women still face at home and in the marketplace. As women continue to struggle for equality, to keep their hard-won gains, to find fulfillment in their careers, marriage and family, *The Feminine Mystique* remains the seminal consciousness-raising work of our times.

- *Silent Spring* by Rachel Carson
  - If you chose this book, it is recommended you read it early to mid second semester in order to relate it best to the classroom material, but this is not required. Be sure, however, to read it before the exam.
  - Amazon.com review: *Silent Spring*, released in 1962, offered the first shattering look at widespread ecological degradation and touched off an environmental awareness that still exists. Rachel Carson's book focused on the poisons from insecticides, weed killers, and other common products as well as the use of sprays in agriculture, a practice that led to dangerous chemicals to the food source. Carson argued that those chemicals were more dangerous than radiation and that for the first time in history, humans were exposed to chemicals that stayed in their systems from birth to death. Presented with thorough documentation, the book opened more than a few eyes about the dangers of the modern world and stands today as a landmark work.



### **Conclusion:**

- As a summary, below you will find a final checklist for yourself of what is due in class on the first day of school. If you are ill, you are still required to have things submitted to my box by the start of your class.
  - Chapter work for textbook chapters 1 – 4 (if chapter homework is typed, you must also submit to turnitin.com and bring a hard copy to class to turn in – this is the only assignment that may be turned in typed, everything else should be handwritten)
  - “Dialogued”-with primary/secondary source readings (4 total)
  - APPARTS for each primary/secondary source reading (4 total)
  - “Dialogued”-with research on 2 current issues from ProCon.org



### Chapter 1: Worlds Collide: Europe, Africa, and America 1450-1620

→ Summarize each of the following topics (in bold and underlined) in one sentence using the terms included. Yes, these sentences will at times be quite long, so get creative. It is key that each sentence demonstrate understanding of the key topic and related terms. Do not just “drop” terms into the sentence. Make sure their meaning and historical significance is made clear. It is fine to use different forms of the terms, as long as their meanings don’t change. For example, if one of the terms you must include in your sentence works best by being in its plural form, that is fine.

1. Summarize the varied cultural aspects of the **eastern woodlands native peoples** using the following terms: horticulture, matrilineal, Five Nations
2. Summarize the **European Renaissance** using the following terms: republic, civic humanism, merchants
3. Summarize **European international trade** using the following terms: trade slaves, Portuguese, smallpox, Columbian Exchange
4. Summarize the **impact of Spanish conquest on the New World** using the following terms: *reconquista*, Cortés, *encomiendas*, mestizos
5. Summarize **Calvin’s theology** using the following terms: Martin Luther, predestination, Puritans
6. Summarize **mercantilism** by using the following terms: England, outwork, colonization, economy (or economic)
7. Summarize the **push and pull factors of English colonization** by using the following terms: Price Revolution, gentry, indenture, weather

→ Respond in 3 – 5 sentences (no more – it is important to practice summarizing for this class) to the following questions.

1. **What were the main characteristics of traditional European society?**
2. **How did the Spanish invasion of the New World affect the lives of peoples in the Americas, Europe, and Africa?**

→ Respond in roughly one page (or 9 – 12 sentences) to the following essential question. Your response should be organized, but does not need to take the standard five-paragraph format. Make sure to back your opinionated statements with evidence.

**Evaluate Christopher Columbus’ historical legacy. Is he a hero, a murderer, or neither?**

### Chapter 2: The Invasion and Settlement of North America 1550-1770

→ Summarize each of the following topics (in bold and underlined) in one sentence using the terms included. Yes, these sentences will at times be quite long, so get creative. It is key that each sentence demonstrate understanding of the key topic and related terms. Do not just “drop” terms into the sentence. Make sure their meaning and historical significance is made clear. It is fine to use different forms of the terms, as long as their meanings don’t change. For example, if one of the terms you must include in your sentence works best by being in its plural form, that is fine.

1. Summarize **English motives for settlement** using the following terms: Jamestown, joint-stock company, tobacco
2. Summarize **early political development in Virginia** using the following terms: headright system, House of Burgesses, Opechancanough, royal colony
3. Summarize **Bacon’s Rebellion** using the following terms: Governor William Berkeley,



yeoman, Nathaniel Bacon, political reform

4. Summarize the **Puritan exodus** using the following terms: New England, “Separatists”, the Mayflower Compact, John Winthrop, “City upon a Hill”
5. Summarize **the development of local politics in New England** using the following terms: Massachusetts, Connecticut, proprietors, fee simple, town meeting
6. Summarize **Puritan conflict with Native Americans** by using the following terms: Pequots, missions, “praying towns”, King Philip’s War (Metacom’s Rebellion), Algonquian

→ Respond in 3 – 5 sentences (no more – it is important to practice summarizing for this class) to the following questions.

1. **What goals did the Spanish, French, Dutch, and English pursue in North America? How did these ambitions lead to different settlement patterns?**
2. **How and why did a system of forced labor emerge in the Chesapeake and Virginia colonies?**
3. **How did colonial society in the Chesapeake region (pay special attention to Maryland) differ from that of New England?**

→ Respond in roughly one page (or 9 – 12 sentences) to the following essential question. Your response should be organized, but does not need to take the standard five-paragraph format. Make sure to back your opinionated statements with evidence.

**Discuss the reasons why dissidents Anne Hutchinson, Roger Williams, and Thomas Hooker were targeted. In what ways was Hooker’s establishment of Hartford, Connecticut a success?**

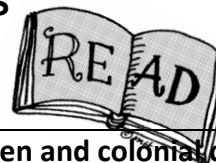
### Chapter 3: The British Empire in America 1660 - 1750

→ Summarize each of the following topics (in bold and underlined) in one sentence using the terms included. Yes, these sentences will at times be quite long, so get creative. It is key that each sentence demonstrate understanding of the key topic and related terms. Do not just “drop” terms into the sentence. Make sure their meaning and historical significance is made clear. It is fine to use different forms of the terms, as long as their meanings don’t change. For example, if one of the terms you must include in your sentence works best by being in its plural form, that is fine.

1. Summarize the establishment of the **restoration colonies** using the following terms: New Netherland, New York, aristocrat, Church of England, Carolinas
2. Summarize **William Penn’s colony of Pennsylvania** using the following terms: Charles II, proprietary colony, Quaker, tolerance, advertisement, pacifism, democracy
3. Summarize **rise and fall of the Dominion of New England** using the following terms: mercantilism, Navigation Acts, Sir Edmond Andros, Glorious Revolution
4. Summarize **constitutional monarchy** using the following terms: William and Mary, bill of rights, John Locke, *Two Treatises on Government*, inalienable rights
5. Summarize the **Middle Passage** using the following terms: South Atlantic system, Gold Coast, sugar
6. Summarize **southern society** by using the following terms: patriarchy, planter elite, white tenant farmers, tobacco, plantations
7. Summarize the **policy of “salutary neglect”** by using the following terms: defense, trade, Whigs, representative assemblies

→ Respond in 3 – 5 sentences (no more – it is important to practice summarizing for this class) to the following questions.

1. **How did African American communities in America respond to and resist their condition?**



2. **What was the structure of colonial government? Why did Englishmen and colonial citizens view the role of assemblies differently?**

→ Respond in roughly one page (or 9 – 12 sentences) to the following essential question. Your response should be organized, but does not need to take the standard five-paragraph format. Make sure to back your opinionated statements with evidence.

**Compare and contrast the characteristics of the “middling” peoples and poorest classes in the northern and southern colonies. To what extent were these groups exploited by the elite or upper classes?**

**Chapter 4: Growth and Crisis in Colonial Society 1720-1765**

→ Summarize each of the following topics (in bold and underlined) in one sentence using the terms included. Yes, these sentences will at times be quite long, so get creative. It is key that each sentence demonstrate understanding of the key topic and related terms. Do not just “drop” terms into the sentence. Make sure their meaning and historical significance is made clear. It is fine to use different forms of the terms, as long as their meanings don’t change. For example, if one of the terms you must include in your sentence works best by being in its plural form, that is fine.

1. Summarize the varied forms of **property ownership in New England** using the following terms: freeholder, marriage portion, dower, primogeniture
2. Summarize the **crisis of the freehold society** using the following terms: inheritance, birth control, “household mode of production”
3. Summarize the **plight of a European peasant new to the colonies** using the following terms: tenant, cradle scythe, inmates, outwork system
4. Summarize **Gottlieb Mittelberger’s excerpt from *The Perils of Migration*** using the following terms: Germany, children, Philadelphia, purchase
5. Summarize the difference between **pietism and deism** using the following terms: the Enlightenment, Puritan, John Locke, Benjamin Franklin
6. Summarize **Benjamin Franklin’s influence** by using the following terms: *Poor Richard’s Almanack*, the American Philosophical Society, eyeglasses, electricity, the Enlightenment
7. Summarize the **contributions of key Great Awakening revivalists** by using the following terms: George Whitefield, Jonathan Edwards, New Lights

→ Respond in 3 – 5 sentences (no more – it is important to practice summarizing for this class) to the following questions.

1. **Analyze the role of women in New England’s freeholder society.**
2. **Describe the causes and the consequences of the Great Awakening. How would you assess these consequences?**

→ Respond in roughly one page (or 9 – 12 sentences) to the following essential question. Your response should be organized, but does not need to take the standard five-paragraph format. Make sure to back your opinionated statements with evidence.

**Assess the degree to which the French and Indian War sparked a growing rift between colonists and their British allies. Chose two of the following four topics to explore: Land, money, culture, politics**



## **Course Description**

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The overarching goal of this course is to equip students with an appreciation for history that will extend into their college years and provide them with the skills to be active learners throughout their lives. The study of history is about developing critical-thinking skills, enhancing reading and writing abilities, and becoming competent scholars that are able to use historical evidence to think about and debate past and current-event issues.

## **The A.P. U.S. History Exam**

The Advanced Placement (A.P.) program is an opportunity for students to earn college credit while still in high school. To do so a student must take and pass the A.P. U.S. History exam. This exam, administered **FRIDAY MAY 7, 2010**, is 3 hours and 5 minutes in length. Half of the exam is a 55 minute, 80 question multiple choice section. 20% of the multiple choice questions cover pre-Columbian American history through 1789, 45% of the multiple choice questions cover the years 1790-1914, and the remaining 35% of the multiple choice questions are taken from 1915 to the present.

The other half of the exam is a 130-minute essay section. The first essay is a document based question (DBQ) and requires students to incorporate both their knowledge of the time period and their skill in analyzing primary and secondary source documents. All students are required to answer this essay question. The remaining four essay questions are free response questions (FRQs) divided into two sets: one set is from the first half of American history while the other set is drawn from the second half of American history (pre and post Civil War). Students are to respond to one essay from each set. The College Board suggests students typically spend 60 minutes total on the DBQ (15 minutes preparing – this is mandatory, and 45 minutes writing it) and 35 minutes on each FRQ (5 minutes preparing – not mandatory, and 30 minutes writing).

The A.P. U.S. History exam is graded on a five point scale. Generally, most public universities award credit to students who earn a 3 or higher while many private colleges require a score of 4 or higher. However, since each school is free to set its own policy, students are advised to check the policies of institutions they are interested in attending.

# ORANGE COUNTY HIGH SCHOOL OF THE ARTS

## Syllabus

### AP United States History

Mrs. Read, room 21, X7021

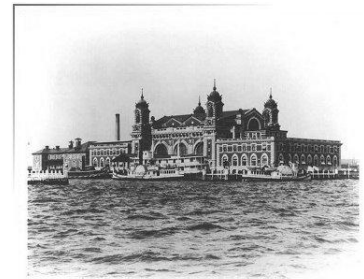
nicole.read@ocsarts.net



Each A.P. exam currently costs \$86 and financial aid is at times available. Any student who chooses not to take the A.P. U.S. History exam will be required to take a similar exam on the same day, to be scored by myself and to factor into their final grade. Because the class is designed to prepare students for the AP exam, it is highly encouraged that all students take the exam. The challenging experience is well worth it, no matter the outcome!

## **Course Themes**

- American diversity
- Learning about history through the examples left by all types of artists
- Learning about history from the struggles of women, workers, and ethnic minorities
- Reform and changes in American religion, society, education, economics and government
- Causes and effects of wars and social movements
- Western expansion
- Spread of technological advances throughout America
- Patterns of questioning traditional attitudes and beliefs
- American identity and culture
- Slavery and its legacy in North America
- Growth of cities and the social and economic ramifications and reforms that followed
- Industrialization and effects of consumerism
- Changing demographics
- Environment
- Globalization and global politics
- The world post-Cold War and the effects of terrorism



Courtesy of National Park Service, Statue of Liberty National Monument

## **Academic Objectives**

Students will be prepared for the Advanced Placement United States History Exam.

Students will be trained to analyze and interpret primary sources, including documentary material, maps, statistical tables, and pictorial and graphic evidence of historical events.

Students will learn how to approach history critically and be able to analyze and evaluate competing sources of historical information.

Students will be able to express themselves with clarity and precision and know how to cite sources and credit the phrases and ideas of others.

Students will demonstrate improvement in time management, organization, note-taking, test-taking skills, essay-planning skills, and study skills.

Students will be able to express historical understanding through writing and practice with DBQ and thematic essay prompts.

ORANGE COUNTY HIGH SCHOOL OF THE ARTS

Syllabus

AP United States History

Mrs. Read, room 21, X7021

nicole.read@ocsarts.net



Students will demonstrate their ability to make cross-cultural comparisons, to recognize cause and effect relationships within history, and to make relevant cultural, economic, political, and social connections between the past and present.

**Student Behavior**

Punctuality and excellent attendance are required and necessary to succeed in this class. Therefore, OCHSA’s attendance policy will be strictly enforced. Specifically, students are allowed only the number of days they were absent (truancies not included) to make-up any work missed. It is your responsibility to check for missed work on the day you return to school! Also, students are considered tardy if they are not in their assigned seat when the bell rings. Upon entering the classroom, students will deposit their backpacks or other baggage into the designated zone and proceed to their desks with only the necessary materials for APUSH.

Students are encouraged to use their breaks and time in between class to use the restroom. *Students may NOT go to the bathroom during the first 15 minutes and last 15 minutes of class.* If students are privy to “wanderlust” or enjoy using my classroom as their personal dump, referrals will be given as reward.

Students will receive a referral if their cell phone is used in the classroom without permission. The cell phone will be confiscated as well.

All students are expected to behave in an appropriate manner, as specified in the Student Planner. Those who do not can expect fair, consistent, and natural disciplinary consequences for their inappropriate actions or attitudes.

Learn **The Three Rs**: **Respect** your classmates, **Respect** yourself, and **Respect** this place. Work politely with others and respect their rights and properties, work hard and follow guidelines, and throw away trash and keep the room clean!

**Innovative Grading!**

Grades in APUSH reflect the measurable achievement of each student. The chart to the left displays the grade descriptions used in APUSH.

“Under the current system at a lot of schools, there is no way to recognize the difference between an outstanding job and a good job.”

-Phil Primack

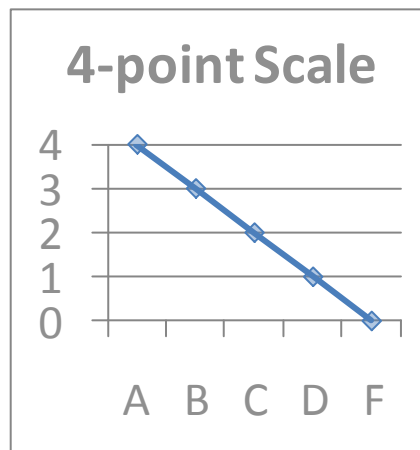
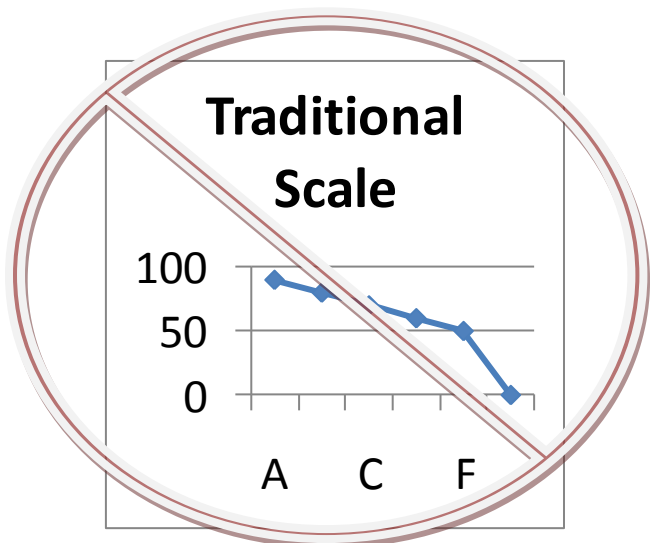
“The students who fail are blamed undeservedly, and the teachers who fail them are esteemed undeservedly - but the real culprit is the grading system.”

-J. D. Krumboltz

“To insist on the use of a zero on a 100-point scale is to assert that work that is not turned in deserves a penalty that is many times more severe than that assessed for work that is done wretchedly and is worth a D.”

-Douglas B. Reeves

Grade	Description
A	Advanced: well exceeds expectations, demonstrates exemplary work, shows mastery of the content
B	Above Average: surpasses expectations, demonstrates good quality work, shows solid grasp of content
C	Average: meets expectations, completes work, demonstrates basic understanding of the content
D	Below Average: approaches expectations, missing work, shows limited understanding of content
F	Failing: does not meet expectations, consistently missing work, shows little or no understanding of content



There are several major categories for grades given in this class. Grades are calculated by the relative weight given to each category. APUSH is a rubric-based graded class. The most common rubric is the 4-point rubric (based around the 4-point scale above), which is mostly used for formative assessments. Discussions use a more descriptive 6-point rubric and summative assessments such as essays use a 9-point rubric. Because all assignments are graded on one of these rubrics, the traditional grading scale also must be altered. Objective tests use this same scale. To wrap your heads around this research-based, responsible, and ultimately more rigorous system, start here: 2/4 and 3/6 are both 50%, therefore a C grade (average) must fall into the 50<sup>th</sup> percentile. The scale and semester categories are as follows:

**Grading Scale**

**1<sup>st</sup> Semester Categories**

**2<sup>nd</sup> Semester Categories**

100 – 83%	A
82 – 63%	B
62 – 45%	C
44 – 25%	D
24 – 0%	F

Formative Assessments	
Homework	20%
In-class Assignments	15%
Summative Assessments	
Projects	10%
Essays	25%
Tests	30%

Formative Assessments	
Homework	20%
In-class Assignments	15%
Summative Assessments	
Projects	10%
Essays	30%
Tests	25%

**Tests**—Tests will be given every unit (about every 3 chapters), usually every two to three weeks. Tests will usually consist of multiple choice questions. Each test will cover all readings, lectures, discussions, etc. since the last test. Second semester tests will be “A.P. style.” Those tests will progress from 50 to 80 questions in 55 minutes with ¼ point off for wrong answers. Excused absences and field trips are *not* acceptable reasons to miss a test without informing the teacher several days prior. Students who do miss a test will receive an alternative test, in order to preserve the integrity of the original test. Make-ups are held on Monday mornings before school. Students will have the opportunity to come into class on the designated days to do test corrections (assignment will be explained in full in class). Students can only complete test corrections within the scheduled times available. Students who are absent on test day cannot complete test corrections. Please see attendance policy for more details.



**Essays**—The largest part of the AP exam is the essay portion. Therefore, considerable time will be spent learning and practicing how to write effectively. Students will usually be required to write essays every third week, starting in October. It is anticipated that all essays will be in class “timed writes,” apart from one book review. These essays will be similar to the type given on the APUSH exam and will be graded on the same nine-point rubric. Students who need to make up an essay due to an absence can expect a different, perhaps more difficult prompt. Make ups will be held during block seven, often a shorter time than allowed in class. The following chart shows how the rubric’s point values will be converted into a score.

9=100%(A) 8=88%(A-) 7=77%(B) 6=66%(B-) 5=55%(C) 4=44%(D+) 3=33%(D)  
2=22%(F+) 1=11%(F) 0=0%(F) → Must make up

**Chapter Homework**—Students will be given different types of activities to help them master the material in the assigned chapters. These exercises are designed to build students’ reading and comprehension skills. Students should incorporate these helpful strategies into their regular study routines. **No late work will be accepted**, except as allowed under the school’s attendance policy. Students should plan ahead to manage their time appropriately if they have performances or other commitments.

**Assignments**—Students will receive various other assignments, such as supplemental readings, discussion or essay prep, etc. **Due to the large amount of content that AP students are required to learn, completing the outside reading and studying given through the chapter homework and assignments is imperative to student success in this class and on the AP exam.** All in class assignments are due at the end of the class period and all take home assignments are due at the beginning of the next class unless otherwise stated. **No late assignments** will be accepted, except as allowed under the school’s attendance policy.

**Group Projects**—There will be two major group projects for APUSH during the year, one during each semester. These projects will require a significant amount of research and preparation outside of class, but do not require students to get together outside of class. Rubrics, detailed instructions, and due dates will be forthcoming.

**Final Exam**—All students will take a semi-cumulative, multiple choice final exam at the end of the first semester. Part of the final exam will include a test on the Presidents and amendments.

**AP Binder**—Each student is required to have a large three ring binder dedicated solely to APUSH. This binder will be for the *whole* year. Students only need to bring this binder into class on days when they get checked (about 4 throughout the year). Students will keep a spiral notebook or loose paper on them so that they can take daily notes and for completing their chapter homework. Students who do not stay up on their binders are not allowed to join the review sessions during the second semester. Each student should organize their binder according to their own style, but must demonstrate a system of organization. Examples include:

- Organize by document: **Lecture Notes, Handouts, Chapter Homework, Other Assignments, and Essays.**



- Organize by unit: **Unit 1: Colonization, Unit 2: Revolution, Unit 3: Expansion, Unit 4: Internal Conflict, Unit 5: Civil War & Reconstruction, Unit 6: Industrialization, Unit 7: Modernization, Unit 8: Depression & WAR, Unit 9: Ideological Divide, Unit 10: A Resilient People**

Binders must be kept clean and free from all unrelated material. Keep up on this binder, checking it weekly, and don't lose it! Binders will be checked and graded once a quarter. Reminder: These AP Binders will help you prepare for the AP exam by keeping your materials organized! These will be your study guides as May 7<sup>th</sup> draws closer!

**Other Materials**—All students must come to class with...

1. Textbook
2. Writing utensil (dark ink or pencil)
3. Lined paper (70 page (or more) college ruled 8"x11" spiral notebook *with* perforation works best!)
4. Highlighter
5. Any required materials posted on Sharepoint (instructions to follow)

**Cheating**—Cheating will not be tolerated. Cheating occurs whenever a student attempts to take credit for someone else's effort. Cheating can take place in or out of the classroom on anything that has a point value attached to it. Any student found cheating will be given a zero on the assignment. He/she may also be suspended from class pending a parent conference. Any further offenses will result in even more serious negative consequences which may include expulsion from the class with a transfer grade of "F."

**Extra Credit**—The instructor may occasionally offer extra credit activities if, and when, she deems appropriate. There is no promise of extra credit.

**Lastly, Teacher Needs**—No matter the economic situation, teachers are always in need of some help in stocking their classrooms with need supplies and support materials. If you feel so inclined, parents and students alike, and can assist with the following at any time of the year, all gifts will be greatly appreciated.

- Facial tissues!! (Kleenex or any other brand) This is the biggest need year round.
- Dry erase markers for whiteboards (Expo)
- Paper towels
- Smelly markers/Mr. Sketch markers
- Vis-a-vis overhead markers (fine)



Please sign the following indicating your understanding and compliance with the above APUSH guidelines.

I have read, understood, and will abide by all of the provisions of the entire A.P. U.S. History syllabus.

\_\_\_\_\_  
(student name & period)

\_\_\_\_\_  
(student signature)

\_\_\_\_\_  
(parent signature)



**Please continue to the attached page to read and sign the APUSH Attendance Policy!**

## **APUSH Attendance Policy**

Dear Parent(s) and Student,

Attendance in the AP classroom is a matter of great importance. Here at OCHSA, where instructional minutes are already tight, it is imperative that students are rarely absent. Students who are frequently absent miss out on valuable learning, fall behind, rarely improve their testing and writing skills, and are unable to participate meaningfully in class discussions. Students who miss class repeatedly, especially on key assessment days, cycle into a pattern that they are rarely able to recover from. They soon become overwhelmed and the stresses of junior year pile up. After seeing this unhealthy pattern occur throughout the years, it is my hope that by signing the below contract, you commit yourselves to the challenge of the course in a proactive way. By making this class (and all classes) a priority, students are guaranteed a higher level of success in APUSH.

Thank you,

*Nicole Read*

Please review the handbook's policy on attendance:

"In accordance with State Education Code requirements, a student must be in class a minimum of sixty (60) hours to receive five units of credit. **Students may be dropped from class for excessive absences (exceeding 15 hours)**, if the teacher determines that the absences in combination with lack of effort, lack of academic success, or poor attitude results in disruptive behavior. The teacher will notify the parent/guardian of the recommendation to remove the student from class with loss of credit."

Please review the following statements and initial, indicating your compliance with these policies:

- ✓ **I pledge to commit to APUSH by doing my best to be present in class and am prepared to take on the challenge of the course.** \_\_\_\_\_ (student initials) \_\_\_\_\_ (parent initials)
- ✓ **I pledge to be present on summative assessment (essays/tests) days unless excused ill, and will notify Mrs. Read prior to my absence.** \_\_\_\_\_ (student initials) \_\_\_\_\_ (parent initials)
- ✓ **I pledge to not skip Mrs. Read's class, or to arrive exceedingly tardy, during the school day in the hopes of turning in something later or in order to make up a key assessment at a later date.** \_\_\_\_\_ (student initials) \_\_\_\_\_ (parent initials)
- ✓ **I understand that if I am absent for any reason more than ten times during the year, I am responsible for meeting with Mrs. Read and my parents to discuss my future in the class and the appropriateness of my continuation in APUSH.** \_\_\_\_\_ (student initials) \_\_\_\_\_ (parent initials)
- ✓ **I understand that when absent, it is my responsibility to check SharePoint for missed assignments in order to stay current with the class' pace, and unless there is an emergency situation, I understand that it is still my responsibility to be present for key assessments when they are scheduled.** \_\_\_\_\_ (student initials) \_\_\_\_\_ (parent initials)
- ✓ **I understand that if I miss a test or essay, I will make it up when scheduled to do so, according to the APUSH syllabus.** \_\_\_\_\_ (student initials) \_\_\_\_\_ (parent initials)
- ✓ **I understand that per conditions of my absence, I will take a different test than given in class and may have less time to complete the assessment than my peers, due to the inability to recreate a full-block's worth of time.** \_\_\_\_\_ (student initials) \_\_\_\_\_ (parent initials)