

T.L. Hanna High School

AP US History



Teacher's Name: Ms. Sarah Rinker
Room: 215
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Planning Period: First semester: 3rd block (12:00-2:00)
Second semester: 2nd block (10:17-11:53)

Textbooks:

Kennedy, David M. and Lizabeth Cohen, The American Pageant, (Wadsworth Centage Learning), 2016.

Required books:

By August 31st, 2019: *1812: The War that Forged A Nation* by Walter Borneman
By February 24th, 2020: *All the President's Men* by Carl Bernstein and Bob Woodard.

Google Classroom Code: iiwikw (please disregard the APUSH Lab classes and other APUSH class you may have been added to)

- **There will be resources and assignments posted regularly to Google Classroom. Students are to adhere to all due dates on Google Classroom.**

Remind 101 Code: Text @TLHAPUSH to 81010. This will be used for test/quiz/assignment reminders throughout the year.

Required Materials: *Chromebook (you will need every day, please see section on Chromebook use in class)*, three-ring binder for storage, loose-leaf college ruled paper, notebook, pens (blue/black ink only as this is required for AP testing), highlighter, #2 pencils.

Chromebook/Technology Usage: Cell phones are *not* to be used in class at any time. If a cell phone is seen or heard, it will be confiscated and reported to the front office. *Chromebooks are to only be used when explicitly instructed*. Although they are to be brought to class, fully charged on a daily basis, they are *NOT* to be used for note taking. Violation of this rule will result in confiscation of the Chromebook.

Course Description: This class is a rigorous college-level course that requires a commitment from the student to perform at the highest level. It is an intense study of the American experience from the Age of Discovery through the current era. Extensive reading and demanding research, analysis, and interpretation of documents and data are required. Critical thinking skills are emphasized throughout the course. Considerable emphasis is placed on writing skills to prepare students for the Short Answer Questions, Long Essay Questions and Document Based Questions on the AP U.S. History Examination. Success on the AP Examination can earn the student college credit. The SC state EOCEP (End of Course Examination Program) exam counts 20% of the student's final grade. A unit of United States History and Constitution is required for graduation. Students cannot exempt the End of Course test.

Course Objectives: Throughout this course, you will gain an in-depth knowledge and comprehension of the United States' significant historical, political, social, and cultural events that have helped to shape and define our role in the world that we live in today. This will include your ability to demonstrate an understanding of the causes and consequences of regional and global conflicts throughout the history of the United States, the

historical development and current status of the world's economic and political systems, and the roles of active citizens and political figures throughout history. **A passing grade (60 or above) is required in order for students to be eligible for graduation.**

Attendance Policy: Per Anderson School District 5's attendance policy, students in a yearlong class are permitted 10 absences during the course. Students with more than 10 absences will be given an FA (failure due to excessive absences). Please see the student handbook for more information on this policy and attendance recovery.

This class adheres by the TL Hanna tardy policy. For more information on this policy and consequences for tardies, please see the student handbook.

AP Exam: You will take the AP US History exam on Friday, May 8th at 8:00am at TL Hanna High School. The awarding of college credit varies by colleges and universities. Check your college's website or College Board's website for further information. Most colleges and universities award credit for achieving a 3-5 on the exam. The score the student receives on this exam will have no impact on their grade in the APUSH class.

The exam will be comprised of the following sections:

- Section I, Part A: Multiple Choice Questions:
 - Number of Questions: 55
 - Structure:
 - Questions appear in sets of 2-5 and require students to analyze a stimulus (text excerpt, political cartoon, graph, etc.)
 - Timing: 55 minutes
 - Percentage of Total Exam: 40%
- Section I, Part B: Short Answer
 - Number of Questions: 3
 - Structure:
 - Analyze historians' interpretations, historical sources, and propositions about history
 - Questions provide opportunities for students to demonstrate what they know best
 - Some questions include texts, graphs, or maps
 - Students choose from two options for their third and final Short Answer Question, each focusing on a different time period
 - Timing: 40 minutes
 - Percentage of Total Exam: 20%
- Section II, Part A: Document Based Question
 - Number of Questions: 1
 - Structure:
 - Assess written, quantitative, or visual materials as historical evidence
 - Develop an argument supported by an analysis of historical evidence
 - DBQ will focus on topics from periods 3-8
 - Timing: 60 minutes (includes a 15 minute reading period)
 - Percentage of Total Exam: 25%
- Section II, Part B: Long Essay Question
 - Number of Questions: 1
 - Structure:
 - Explain and analyze significant issues in US History
 - Develop an argument supported by an analysis of historical evidence
 - Choose from a selection of 3 essay prompts
 - Periods 1-3
 - Periods 4-6
 - Periods 7-9
 - Timing: 40 minutes

- Percentage of Total Exam: 15%

South Carolina USH EOC: South Carolina administers and End of Course exam to all students taking United States History. All APUSH students will take this 55 question, multiple choice exam on Tuesday, May 26th, 2020. A link to the South Carolina US History standards is provided on my teacher website, as well as on my Google Classroom. Per the state of South Carolina, this exam will count as 20% of the student's yearly grade in APUSH. Students cannot exempt the End of Course test. There will be no final exam in this class due to the EOC.

Ms. Rinker's Expectations: This course is a marathon of information (not a sprint), and requires students to display a high level of motivation and excellence in order to excel. It will be your responsibility to keep pace with the schedule and large amount of curriculum material to be covered. I expect every student to read the assigned textbook and supplemental readings, take comprehensive notes, and complete all class work, homework, and project assignments by their assigned due dates. It is also critical that students actively participate in the class discussions and learning process. My expectations are consistent with those of the administration of T.L Hanna High School.

Students will be assigned class work, reading, and homework on a daily basis. Assignments and their due dates will be provided in class, and students are responsible for writing them down in their personal planners or adding them to their Google Calendars before exiting the classroom. Every attempt will be made to maintain the course website (Google Classroom); however, due to the extremely busy nature of the academic day, the websites may not have all information immediately updated. *Ultimately, responsibility lies with the students to ensure that they are tracking their coursework and due dates in their personal planners.*

Quizzes will be given frequently and tests will be taken at the end of every unit. Testing dates will be posted on the classroom board and webpage a minimum of 4-5 days prior. The grade made on the South Carolina End of Course Exam will be factored into the year grade.

Grading (Per Anderson School District 5's Uniform Grading Policy):

FIRST THROUGH THIRD QUARTER:

Major Assignments	60%
<i>*Tests, projects, and writing constitute major grades.</i>	
Minor Assignments	20%
<i>*Quizzes, and larger classwork assignments constitute minor grades.</i>	
Daily Grades	10%
<i>*Homework assignments and small classroom activities</i>	
Quarter Exam	10%
<i>*A cumulative exam for the quarter will be given in October.</i>	

FOURTH QUARTER:

Major Assignments	70%
<i>*Tests, projects, and writing constitute major grades.</i>	
Minor Assignments	20%
<i>*Quizzes, and larger classwork assignments constitute minor grades.</i>	
Daily Grades	10%
<i>*Homework assignments and small classroom activities</i>	

End of Course Exam	20% of yearly grade
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District Grading Scale: A: 100-90 B: 89-80 C: 79-70 D: 69-60 F: 59 and below

Class Work, Make-Up, and Late Work: Class work that is not completed in class will be due at the start of the following class block. Homework assignments will be due at the start of the next class block. If a student is absent on the due date for legitimate reasons, *the assignment will then be due on the day of his/her return.*

Students must make plans with the teacher to make up any missed major assessment (such as tests and projects) within 5 school days of the absence. Failure to make up the work as planned with the teacher will result in a grade of 0 for the major assessment. For extenuating circumstances, you must receive approval from Mr. Mayfield or Ms. Jones. The grade will be recorded as a zero until the work is made up.

It is the responsibility of the student to request missed assignments to regain participation points and to schedule make-up tests or retests. Make-up work for absences, including tests, quizzes, and assignments should be completed within *five school days* of returning to class. Special consideration will be given to increase completion time for students who were absent for extended periods (extended illness, death in the family, etc.) to ensure they are able to catch up with their work in all of their classes. Long-term assignments should be completed by the original designated date even if the student is out the day before the assignment is due. *Failure to make up any assigned work will result in a zero for that grade.*

Late class work and multi-day assignments will be accepted within *one school day* of its original due date with a base score of 90% (before grading). It is the student's responsibility to bring any late work to Ms. Rinker.

Retests: Students have the ability to retake any **major** assessment **one** time. In order to retest, students must complete a Request to Retest form including parent signature (available on Google Classroom and hard copies are available from Miss Rinker) and complete test corrections with explanations/analysis of each incorrect answer. Retests must be completed within 10 school days of the original test grade's entry into Power School. Retests must be taken in Power Hour (Monday/Thursdays – 3:50pm to 4:50pm in lab 517). The recorded grade will be the highest grade.

Tutoring & Make-Up Work: I will be available to assist students with classwork tutoring, test preparation, and make-up testing before school from 7:30-8:10 any day of the week *as long as* you let me know prior to coming in. I will also be available during Power Hour in lab 517 on Mondays and Thursday from 3:50-4:50 and after school in my room until 4:45 on Tuesdays and Wednesdays.

Extra Credit: Will not be offered in this class. It is your responsibility to complete assignments, turn-in class work, and study for tests/quizzes when they are assigned or due.

PowerSchool Parent Portal Account: Parents are required to have a PowerSchool account to view and monitor your student's grades & progress in AP US History (and all other classes) throughout the year. **Either a parent or student can set up an account through the guidance office (864-260-5247) if you do not already have one established. You can access your account through the "Parent Portal" icon located in the upper right corner of the TL Hanna webpage. I will update grades at least every 5 days.**

Teacher's Thoughts: I strongly feel that all of my students are capable to excel in this course, and you should expect me to provide you with the tools, knowledge, and resources necessary to make our learning process both challenging and exciting and you should feel prepared to take the US History End of Course Exam and the AP US History Test in the spring. I look forward to a positive and rewarding semester teaching AP US History, and require students to come to class prepared to participate in the day's lesson. I want my students to succeed this year, and I am willing to stay after school if the need arises for assistance with assignments or tutoring. I wish you all good luck this academic year, and look forward to teaching you.

Scope and Sequence:

<i>Period</i>	<i>Date Range</i>	<i>Topic</i>	<i>Instructional Time</i>	<i>Instructional Days</i>	<i>AP Exam Percentage</i>
1	1491-1607	European Settlement	5%	8 days	5%
2	1607-1754	Colonialization	10%	15 days	45%
3	1754-1800	American Revolution and the creation of American Democracy	12%	18 days	
4	1800-1848	Sectionalism	10%	15 days	
5	1844-1877	Territorial expansion; Civil War and Reconstruction	13%	19 days	
6	1865-1898	Industrial America; the Gilded Age	13%	19 days	45%
7	1890-1945	Progressivism; WWI; 1920's; Great Depression and the New Deal; WWII	17%	26 days	
8	1945-1980	The Cold War; the Silent Generation; the counterculture; limitations of a Super Power	15%	22 days	
9	1980-Present	Conservative resurgence; challenges of the 21 st century	5%	10 days	5%
Review	All Content	All Content		10 days	N/A

Note: the percentage of instructional time has been made to serve as a guide for both the teacher and the students. This is subject to change at the teacher's discretion. Tests will be given **more frequently than at the end of each period of history.*

Syllabus Disclaimer: *This syllabus was created to serve as a course outline. Due to the fact that unforeseen events may and usually occur, changes may be made to the syllabus and the teacher reserves the right to make such changes for the benefit of the students and the learning process.*

Please feel free to contact me at 260-5110 or e-mail to sarahrinker@anderson5.net to discuss any concerns or set up a conference.