

U.S. History AP/Dual Credit to 1877

Instructor: Mika Smith
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Room: 501
Conference Periods are 1st and 4th

Course Description: This course is designed to provide a college-level experience. An emphasis is placed on interpreting documents, mastering a significant body of factual information, and writing critical essays. Topics include life and thought in colonial America, revolutionary ideology, constitutional development, Jeffersonian and Jacksonian democracy, nineteenth century reform movements, and Manifest Destiny.

Course Purpose: To acquaint students with the diversity of American history and to promote critical thinking in interrelating the past to the present. Fundamentally, the course promotes general understanding of a body of knowledge any literate person should possess about the history of his own country.

Course Requirements: To maximize a student's potential to complete this course, he/she should attend all class meetings, complete all homework assignments, complete **ALL** reading assignments and examinations in a timely manner, and complete all other projects or papers as assigned in the instructor's specific instructions.

Required Text:

Kennedy, David, and Cohen, Lizbeth. *American Pageant*, 15th ed., Wadsworth: Boston, 2013. (Provided)

Various Articles as assigned

Course Evaluation: Students will be graded through reading quizzes, free response essays (FRQs), document-based questions (DBQs), multiple choice exams, and other daily assignments. Essays must be typed (double spaced) or written in an ink that is legible. Essays will vary in length depending on the topic and are graded on content, use of documentary and outside supporting evidence, grammar, spelling, and evidence of critical thinking. **All graded work will be turned back to the students within 1 calendar week. Do not ask for your grade until this time frame has passed.**

Grade Categories:

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|------------------------------|--------------------------|
| Formative Assessments | 40% |
| Summative Assessments | 60% (4/six weeks) |

Formative Assessments include reading quizzes, quickwrites, and other daily work. Summative Assessments include multiple choice tests, FRQs, DBQs, major presentations, and any other assessment design to evaluate a student's learning for an entire unit.

Attendance Policy: Whenever absences become excessive and in the instructor's opinion, minimum course objectives cannot be met due to absences, the student will be withdrawn from the SPC course. It is suggested that no student miss this class more than 3 times. If you are absent, it is your responsibility to make up any missed work. Any student will have **2 full school days per day missed** to turn in any missed work. **Any work that is missed and is not turned in within the allotted time period will be considered late.** (See late work policy below). In order to get missed assignments, students need to get them from the pink box in the class the first day the student returns to class.

Late work: All work is due as soon as the instructor asks for it on its due date. If work is not turned in when the teacher asks for it, it is considered late. Late work will be subject to a penalty of **20 pts off per class day** that it is late. If work is not turned in when the teacher asks for it, it is automatically 1 day late.

Missed Exams: If a student misses an exam they must make an appointment with the teacher to retake it. They will have only 1 week to get it made up or it will be considered late and subject to the 10 pt. penalty per day after a week has passed.

Class Rules and Expectations:

1. Be respectful to everyone
2. Come Prepared to Class
3. Electronic Devices only allowed for instructional use.
4. Be On Time.
5. No Use of inappropriate language or gestures.

Academic Dishonesty:

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct Level II Consequences. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students on any formal assessment (formative and summative). If the student found to be engaged in academic dishonesty is enrolled in dual-credit, the student will be immediately withdrawn from their SPC course by the teacher in accordance with SPC policy. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.

Learning Outcomes

Upon successful completion of this course, students should be familiar with the evolution of American political, social, and economic institutions and traditions from the arrival of Europeans to the mid-nineteenth century. This would include the following:

- the continuity of national development from its creation to Reconstruction
- colonization of North America
- short-term and long-term causes and results of the American Revolution
- development of the US constitution
- expansion of American cultural, political, and social institutions and ideals
- social, economic, and political issues that led to the Civil War
- social, economic, and political consequences of the Civil War
- Reconstruction

Accommodations:

It is the policy LISD and SPC to make every effort to accommodate students with regard to any disabilities. Students should have a conference with the instructor at the beginning of the semester if special seating or other modifications are needed. The goal of this course is to provide each student with the opportunity to succeed in college-level academics.

Supplies Needed for this course:

Writing utensils

2" Binder

Loose leaf college ruled paper

Sticky notes