

The Advanced Placement United States History course is a two-semester college-level class that offers a survey of American History since the 15<sup>th</sup> century. Extensive reading, writing and study skills useful in college will be emphasized. The class concludes with a college-level exam, prepared by the College Board, which if passed, may result in college credit. The exam for 2010 will be given on Friday, May 7<sup>th</sup> at 8:00 a.m. Further, the course is designed to provide a comprehensive overview of U.S. History and to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history.

### COURSE OBJECTIVES

After successful completion of the course of study the student will be able to demonstrate the following skills and knowledge:

- master a broad body of historical knowledge and an understanding of historical chronology
- use historical data to support an argument or position
- differentiate between historiographical schools of thought
- interpret and apply data from original documents, including cartoons, graphs, letters, etc.
- effectively use analytical skills of evaluation, cause and effect, compare and contrast
- prepare for and successfully pass the Advanced Placement Exam

### EXPECTATIONS

Good time management and organizational skills are essential for success in this course and on the AP exam. In addition, you must work consistently and away from distractions such as television or music; daily preparation is key. Your tasks will include:

- **Reading:** At the beginning of the year we will introduce / review the expectations and approaches to AP-level work in history; we will then settle into a pace of close to 3-4 chapters every two weeks in the textbook in addition to selections from two supplementary sources, and other primary and secondary material.
- **Notes:** It is imperative that you learn how to *work smart*. You need to take **NEAT** notes and keep them organized in your binder. You are strongly urged to take notes on readings on your readings, lectures, and discussions.
- **Class participation:** It is time to step up to the plate as far as class discussion is concerned. You must be *actively* engaged in class discussion. We all have our bad days, but I will look for patterns. You need to come to class able and willing to discuss the readings, lecture, questions you may have, etc. Please remember that I will not be looking for a regurgitation of the facts; I will be expecting thoughtful analysis. Each class also offers you the opportunity to *discuss* any questions you have about the course and *clarify* any issues/questions you have concerning the lectures, homework, connections with current events, suggestions to improve the class.
- **Writing:** You will be writing analytical essays on a regular basis. The best way to improve your writing is to practice often; you will have ample opportunity to do this!
- **Absences:** If you are absent legitimately on a day of a test or when a paper/project is due, you **must** make up/submit the missing work **on the day you return to class**. If you are absent for an extended period, you must see me on the day you return to school to set up a schedule for completing your work. If you are absent, you should contact a member of the class for the day's notes and assignment or check the course website (<http://mrfarshtey.net/apushistory.html>). **You are responsible** for all work missed during an absence and for communicating with me about making up missed work.
- **Homework:** AP courses are demanding and require daily homework. Students planning to succeed, both during the school year and on the examination, will spend a **MINIMUM of 4-5 hours** per week on reading and writing outside of class time. All assignments are scheduled well in advance – this will

allow students to organize their time. As we are on a TIGHT time schedule, we will do our best to adhere strictly to the syllabus. You do not want to fall behind!

#### UNIT TOPICS

- **“Not your regular cup of tea”** - Early Colonialism, Resistance, and Revolution
- **“No Pain, No Gain!”** - The Growth and Expansion of a new nation
- **“The Union in Peril”** - Civil War through Reconstruction
- **“From Sea to Shining Sea”** - Expansion, Industrialization, Immigration, and Urbanization
- **“From Raking to Slinging Mud”** - The Progressive Era through the First World War
- **“Good and Bad Times”** - From Normalcy to the Great Depression
- **“From Hot to Cold”** - World War II and the Cold War
- **“Rebels with and without a Cause”** - Americana , Civil rights, Woodstock , and Beyond
- **“The Political Pendulum Swings”** - The new “Liberals” and “Conservatives”
- **“The World’s Policeman?”** - The U.S. Role in the world today

#### EVALUATION

**Tests:** Unit tests will be a combination of objective/multiple-choice and essay following the study of each unit in the course. Tests will be prepared in a format similar to the AP Exam’s multiple choice and free-response portions. All tests will be timed to familiarize students with AP format.

**In-Class Essays:** Each unit will feature an in-class timed-essay, 35 minutes. Students will rely on their knowledge of history to prepare a free-response to the question. The essay should have a thesis, significant and applicable historical information and analysis, and sound organization and grammar. These essays will be scored on the 9-point AP rubric.

**Document Based Questions:** Document based questions are meant to direct students to the major themes of the units of study. Students will analyze the provided documents and rely on their knowledge of history to prepare a formal response to the question. The essay should have a thesis addressing the prompt, significant and applicable historical information and analysis, and sound organization and grammar. These responses will be scored on the 9-point AP rubric. There will be 6-8 document based questions throughout the year. The discussion questions will be designed to prepare students for the document-based question (DBQ) on the AP exam.

#### **Textbook:**

- Robert Divine, T.H. Breen, George Frederickson, R. Hal Williams, Ariela Gross, H.W. Brands and Randy Roberts. *America Past and Present*

#### **Additional Readings:**

- John Newman and John Schmalbach. *United States History: Preparing for the AP Examination*
- Primary resources from various materials (web links and online postings)

COURSE WEBSITE: <http://mrfarshtey.net/apushistory.html>

**How to reach Mr. Farshtey:** If you have a question or concern – first, come by and talk with me; second, email or call me. I will help you all as much as possible, but you have to see me outside of class. Please do not have parents call me until you yourself have tried to resolve a concern. You can expect to find me in my classroom (N-3) by 7:00 each morning, and I am usually on campus pretty late in the afternoon.

My email addresses are: [kfarshtey@communityschoolnaples.org](mailto:kfarshtey@communityschoolnaples.org) (school)

[kfarshtey@comcast.net](mailto:kfarshtey@comcast.net) (home)

My phone numbers are: 597-7575, ext. 237 (school)

598-1075 (home)