

## AP US History 2014-2015 Course Overview and Syllabus

Literacy and leadership are foundational principles upon which Liberty Charter High School is built. Literacy does not just refer to the ability to read and write, but also to the literary, mathematical, historical, scientific, and cultural knowledge necessary to communicate. This year-long course addresses historical literacy by examining the past from diverse perspectives. By the end of this course, students will be able to offer historically informed interpretations of, and solutions to, contemporary problems as they become the local, national, and international leaders of their generation. This course provides literacy, communication skills, and analytical tools students need in order to become good leaders.

### **Textbook:**

Kennedy, David M., Lizabeth Cohen, and Thomas Bailey. *The American Pageant*. 14<sup>th</sup> ed. Boston, Mass.: Houghton Mifflin Co., 2010

### **Secondary Resources:**

Foner, Eric (2010). *A Short History of Reconstruction*, Harper Collins Publishers

FDR: Fireside Chats, the New Deal, and Eleanor. (2012). Edsitement. National Endowment of the Humanities. Retrieved from:

<http://edsitement.neh.gov/curriculum-unit/fdr-fireside-chats-new-deal-and-eleanor>

Competing Voices of the Civil Rights Movement. (2012). Edsitement. National Endowment of the Humanities. Retrieved from:

<http://edsitement.neh.gov/curriculum-unit/competing-voices-civil-rights-movement>

Feldmeth, G. 2013. US History Resources – Polytechnic School. Retrieved from

<http://faculty.polytechnic.org/gfeldmeth/USHistory.html>

### **Grading:**

The grading for this class is based on three categories:

1. Assignments: Critical Thinking and/or Research-based writings and Projects (Homework, Essays, and work completed in class other than Formal Assessments).
2. Formal Summative Assessments: Chapter quizzes, in-class timed writings, Unit exams, and a Final Exam.
3. Professionalism: Class preparedness, participation, attendance, and classroom conduct.

The weighting given to each of these categories is as follows:

Assignments	40%
Summative Assessments	40%
Professionalism	20%

### **Recurring assignments:**

As a part of weekly activities students will be expected to complete 3 recurring assignments as homework. These assignments are designed to guide students through a meaningful analysis of every chapter.

1. Chapter Objectives: Students will complete short answers to chapter objectives each week.
2. Timelines: Students will research and create visual timelines that illustrate key themes, events, and details of each chapter and era.
3. Chapter Outlines: Students will create an outline of each chapter.
4. Documents Based Questions (DBQ) will be offered for in-depth student research of selected themes based on