

Welcome to American Studies AP!



JOHN P. IRISH



CARROLL SENIOR HIGH SCHOOL



Co-Chair APUSH Test Development Committee
AP Curriculum and Content Development Staff
Question Leader (QL) - APUSH Reading
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Instructor and Course Information:

John P. Irish

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Tutorials: Monday - Friday before school (7am - 8am); or by appointment

Twitter: @JohnpirishP | Remind: A Day text @b4a3ga to 81010
B Day text @393cd2 to 81010

Schedule: A Day: 1: People and Places in History (Honors)
2: American Studies AP (History)
3: American Studies AP (English)
4: Conference
B Day: 5: People and Places in History (Honors)
6: American Studies AP (English)
7: American Studies AP (History)
8: Conference

This course is designed to increase the student's understanding of United States History from its beginning to the present, its development and institutions. The goals of the class are to develop (1.) an understanding of some of the principle themes in early and modern U.S. History, (2.) an ability to analyze historical evidence, and (3.) an ability to analyze and to express historical understanding in writing and other forms of communication.

AP U.S. History is a rigorous, fast paced and challenging course designed to be the equivalent of a college freshman U.S. History survey course. Students should possess strong reading and writing skills and be willing to devote substantial time to study and the completion of class reading assignments. Emphasis is placed on class discussion, the use of primary and secondary sources, critical reading, and analytical writing. This course prepares students to take the College Board Advanced Placement United States History examination and possibly earning college credit.

Mastery of content and grades are important, but of equal value is:

- ❖ study and analytical skills
- ❖ critical reading of primary and secondary sources
- ❖ understanding and developing the historical thinking skills
- ❖ using the historical themes to connect to broader contexts
- ❖ constructing and evaluating historical interpretations
- ❖ using historical knowledge as a guide to present understanding and action
- ❖ empathizing with the past

American Studies is a special blended course combining AP U.S. History with AP Language and Composition. It is a double blocked team taught class. We will still cover the content of U.S. History, but we will also focus on some of the things that we do not cover in the regular AP U.S. History course. In here we will focus on American Cultural history, looking at art, music, philosophy, literature, history, etc. The amount of content will be identical with the AP U.S. History course, but we will be using different resources. Both classes will prepare you for the AP U.S. History Exam. This course is also more student driven, so all students are expected to come to class prepared to actively engage with the readings.

Any AP class requires hard work and a commitment to intellectual growth. All students are strongly encouraged to dedicate themselves to the goals of American Studies and to take the AP Exam at the end of the school year: Friday, May 10th, AM. I hope that you will be rewarded with a sense of accomplishment and the belief that even a rigorous class can be enjoyable.

Grading, Texts, Expectations, and Other General Info:

Grades:

Nine Week grades will be determined as follows:

| | | | |
|-------------|----------------------------------------------------------------------------------|-------------|-------------------------------------------------------------------------|
| 60% (Major) | Unit Tests Annotated Curriculum Framework O'Brien Creative Product / Essay | 40% (Minor) | In-Class Timed Essays Note Checks (HTSWB) Daily Grades Quizzes |
|-------------|----------------------------------------------------------------------------------|-------------|-------------------------------------------------------------------------|

Textbooks:

We will NOT use a textbook in this class; instead we will read and discuss scholarly secondary articles and primary source documents. Each class period the student will have about one article and one set of primary source readings (mostly from the *Opposing Viewpoints* in *American History* reader). About once a week you will also have an O'Brien story. Please follow the daily calendar for all reading assignments. It is important that you keep up with all readings assignments. The amount of reading load will be IDENTICAL to that of APUSH, each class the student will be expected to read about twenty pages per class (or ten pages per night). Everyone will be checked out an AMSCO review book. It is REQUIRED to use this book as a supplemental resource to the Remini text. CFP annotations should come from ALL sources used, assigned, and referenced during class and on the calendar.

The required Texts for this class:

[Here](#) *Historical Thinking Skills: A Workbook for U.S. History*

[Here](#) Robert V. Remini: *A Short History of the United States*

[Here](#) Fitz-James O'Brien: *Gothic Short Stories (3/e)* - make sure you get the 3rd edition

General Information:

Attendance: The pace of this course is accelerated and missing class might cause problems. If you do have to miss, please check with the calendar for all assignments.

Assignments: Check the calendar for all due dates. Keep up, especially with the reading!

Tardy: You are expected to be in class on time, failure to be in class after the tardy bell rings will result in you being counted tardy. These can impact exemptions in the Spring.

School Rules: All School and District rules are enforced.

Cell Phones: All cell phones must be checked at the door and placed in the cell phone holder in the front of the room.

Laptops: Students are able to use laptops to access readings and do general research during class ANY other usage of these will constitute a class violation and the student could lose the right to use their laptop during the class period.

Test Corrections: Students that fail a test are allowed to correct the grade up to a 70. This involves doing article reviews. The AR forms can be found on the course website. The student can earn up to five points per article.

Late Work: Students can turn in late work, 1-day late max 70, 2-days late max 50, as per District Policy.

Field Trips:

Tentative Field Trips Planned for AmStud:

Fall - Amon Carter Art Museum, Ft. Worth

Spring - George W. Bush Library, Dallas (campus of SMU)

Spring - Boston, M.A., following the AP Exam

The AP U.S. History Exam:

| Section | Question Type | Number of Questions | Timing | % of AP Score |
|---------|-------------------------|---------------------|------------|---------------|
| I | Part A: Multiple-Choice | 55 | 55 minutes | 40% |
| | Part B: Short-Answer | 3 | 40 minutes | 20% |
| II | Part A: DBQ Essay | 1 | 60 minutes | 25% |
| | Part B: LEQ Essay | 1 (choice of 3) | 40 minutes | 15% |

Historical Thinking Skills Workbook - Course Notes:

We will use this just about every day in class. Many of the graphic organizers in the book are to be completed at home as note taking strategies over the course readings. Please refer to the course schedule for the exact day organizers are due with what course readings. This book must be brought to class every day. A quick note check will be done with these; they are also subject to be taken up for quiz grades. Both note checks and quizzes will be unannounced and random.

Flipped Classroom and Class Participation Points:

This is a 100% flipped classroom. The **Flipped Classroom** is an instructional strategy and a type of blended learning that reverses the traditional educational arrangement by delivering instructional content outside of the classroom and moves activities, including those that may have traditionally been considered homework, into the classroom. In a flipped classroom model, students receive didactic instruction (i.e., direct content coverage is done through the readings assigned by the instructor) of content at home and engage in concepts (i.e., historical thinking skills, class discussion, and writing practice) in the classroom with the guidance of the instructor.

You will NOT come to class and sit quietly and copy notes from a power-point over content you were supposed to read outside of class! You WILL come to class and actively participate in the activities planned for that instructional period, which will follow the following schedule:

- ❖ Individual Writing Warm-Up Activity (normally in the form of a Short Answer Question, Historical Interpretation Activity, or a HIPP Analysis).
- ❖ Small Group Work (normally using one of the activities from the HTSW), you will be required to process the information from outside class readings.
- ❖ Whole Class Debriefing (we will come together as a class and discuss the things that your groups came up with, along with answering questions you might have).
- ❖ Individual Writing Closing Activity (normally in the form of developing a Thesis statement or Conclusion paragraph from the activities).

Discussion Points can be earned on days scheduled for official “Class Discussions” of the assigned readings, indicated by an “*” and in **RED** on the semester calendar. Discussion points are applied to the unit exam and a MAX of 5 points can be applied per exam.

IRISH - AP U.S. History Scores: 2018:

| Scores | 5 | 4 | 3 | 2 | 1 |
|--------|-----|-----|-----|-----|--------------|
| Irish | 36% | 40% | 18% | 5% | less than 1% |
| Nation | 11% | 19% | 23% | 23% | 26% |

Projects / Major Writing Assignments:

O’Brien Creative Product / Reflection Paper: You pick a couple of stories from the O’Brien collection (does not have to be the ones that we read in class) and write a 5 - 7 page essay (typed) on the stories which cover one of the themes in APUSH. OR You pick a story from the O’Brien collection (does not have to be one that we read in class) and create a product over that story. Possible products can be ceiling tiles, traditional art piece, original piece of fiction / poetry, 3-D object, original song, etc. If you chose the product, you must turn in a 1 page reflection connecting the product to the story.

Semester Research Paper: As part of your semester grade you will submit an original research paper on a topic of your choice from the first half of the course content (Colonial America through the Civil War). Those choosing to write a paper on the Civil War are eligible to submit their essay through the Gilder Lehrman Institute for their high school Civil War essay competition. Mrs. Milhizer and I will discuss more specifics about the Research Paper as the semester goes along.

NCAA Presidential Debate: As we get read to review for the APUSH Exam in early May, we will conduct an NCAA style presidential debate. I have selected 32 presidents (choice was based on the 2007 Rasmussen presidential poll of the top 32 presidents in American History) who will participate in a debate on the different themes of the APUSH course. You will need to select a president from the sign-up listed we create (first come first served). There will be other roles that students can do, but all roles will have the same amount of work in research, responsibility, etc. I will discuss more specifics about the Debate as the semester goes along.