Advanced Placement United States History 11

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Good evening! All of the details of the demands of Advanced Placement United States History 11 can be found on the syllabus, which your child has in their possession and which you signed earlier in the year. Below represents highlights of that document that I believe are salient to you at this time. Thank you for attending tonight. Enjoy!

**Required Books:**

The textbook is:

Kennedy, David. Cohen, Lizabeth. The American Pageant, 16th edition. Cengage Learning.

Berman, Stacie Brensilver. Epstein, Mark. Fast Track to a 5: Preparing for the AP United States History Examination, to accompany The American Pageant.

The above will be issued to your child. The AMSCO American History Review Text and the Kaplan Review Text are also required for the course. Although I do not specifically assign reading from these texts, I encourage your child to use them in a capacity that helps them to better comprehend the historical events. They are available for purchase in the library if they do not have them.

They will rarely, if ever, need to bring any books to class. I have plenty of resources here that will suffice for anything they need to do.

**Course Description**: This course is designed as a freshman survey course in the study of the history of the United States beginning with the period immediately following Reconstruction up to the present. Furthermore, the purpose of the course is to prepare students for the successful completion of the Advanced Placement United States History exam.

**Course Objectives**: My immediate goal is to prepare them for the Advanced Placement United States History Examination, which is held in early May. To that end, everything that we do in here is designed with that goal in mind. In addition to this, my goal is to make them as resilient intellectually and emotionally as I can in an effort to prepare them for their next college and/or career challenge.

**Grade Breakdown for the Course:** The percentages below represent the formula for how they receive their grade in this course:

20% Lecture/Discussion Exams

30% Reading Quizzes

20% Timed Essays

10% Class work and homework

10% Group assignments and projects

10% Participation

I reserve the right to slightly alter this formula under certain circumstances. Nonetheless, every effort will be made to adhere to it to the best of my ability.

**Late Work**: Late work will, at times, be accepted with a mandatory deduction of 30 percentage points each day it is late. Avoid turning in work late!

**Extra Credit:** The very nature of extra credit is unfair to students who earn grades without such help. To this end, extra credit will not exist in this course unless it is for extraordinary circumstances. If you anticipate your child being absent, please let me know so I can forward any and all work to them so that they do not fall behind. If their grade is low because of their own doing, please encourage them to not rely on extra credit in that they will likely be disappointed.

**1st Nine Weeks Assessment Schedule:**

Aug. 9 - 11: syllabus, principles, material distribution, exam structure and stats, compass points exercise

*Part Four: Forging the Industrial Society, 1865 – 1896*

Chapter 23: Political Paralysis in the Gilded Age, 1869 – 1896

Aug. 14: 486 – 494

Aug. 15: 494 – 504

Aug. 16/17: 504 – 514– Short Answer analysis and breakdown: Immigration factors

Chapter 24: Industry Comes of Age, 1865 – 1900

Aug. 18: 514 – 524

Aug. 21: 524 – 539B

Chapter 25: America Moves to the City, 1865 – 1900

Aug. 22: 539 – 550

Aug. 23/24: Group visual analysis exercise, document analysis for the AP exam

Aug. 25: 550 – 559

Aug. 28: 560 – 573

Aug. 29: Prepare for chapter 23, 24, and 25 exam

Aug. 30/Aug. 31: Chapter 23, 24, and 25 exam

Chapter 26: The Great West and the Agricultural Revolution, 1865 – 1896

Sept. 1: 574A – 578

Sept. 5: 578 – 584

Sept. 6/7: 584 – 591 Short Answer analysis and breakdown: Market Revolution during the 19th century

Sept. 8: 591 – 597

Sept. 11: 597 – 606

Chapter 27: Empire and Expansion, 1890 – 1909

Sept. 12: 607A – 612

Sept. 13/14: 612 – 617 Long Essay breakdown and analysis

Sept. 15: 617 – 623

Sept. 18: 623 – 629

Sept. 19: 629 – 635D

Sept 20/Sept. 21: Chapter 26 and 27 Exam

Sept. 20/21: After exam, Film: Bury My Heart at Wounded Knee); no class discussion

Sept. 22: Film: Bury My Heart at Wounded Knee); no class discussion

Sept. 25: Film: Bury Me Heart at Wounded Knee); no class discussion

Sept: 26: Finish Film: Bury Me Heart at Wounded Knee); no class discussion

Sept. 27/28: Part Four: Forging the Industrial Society, 1865 – 1896 Unit Exam

*Part Five: Struggling for Justice at Home and Abroad, 1901 – 1945*

Chapter 28: Progressivism and the Republican Roosevelt, 1901 – 1912

Sept. 29: 636 – 641

Oct. 2: 641 – 647

Oct. 3: 647 – 653

Oct. 4/5: 654 – 662 Document Based Essay breakdown and analysis

Chapter 29: Wilsonian Progressivism in Peace and War, 1913 – 1920

October 6: 663 - 669

October 10: 669 – 674 – Visual Analysis – Expansion, the Progressive Push, and World War I

October11/12: 674 – 679

Wednesday, October 11th, 1st 9 Weeks Ends

They are responsible for the assigned readings per the appropriate day. Reading quizzes are random and in the event that I do offer a reading quiz on that particular day, they know that it will DIRECTLY correlate to those pages no matter what we are discussing in class! When reading to a page, they know to stop at the sub heading if one exists on the page, these are the ones in red. They know to not try to game the system and guess when they will get a quiz, they will fail. They should just read and do what they are supposed to do and they will be fine. Exams will be in the form of multiple choice items. Every effort will be made to stick to these dates as closely as possible. They have a hard copy and this information and it is also available on my calendar on my website. If they are absent on the day of a quiz or an exam, they must be prepared to make-up the assignment the next time I see them. Absences do not mean they get extra time to prepare. This is deeply unethical to me.

Please do not hesitate to contact me if you feel there is something “going on” with your child. This can be school related or not.

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