OVERVIEW: This course is an intensive analysis of American history for the college bound student. Topics will be studied chronologically with special emphasis on major interpretive questions that are derived from the study of selected themes. Materials will include a college text, collections of selected documents, and a variety of selected works.

GOALS/OBJECTIVES: Emphasis is placed on critical and evaluative thinking skills, essay writing, and interpretation of original documents. Students will develop these skills to arrive at conclusions on the basis of informed judgments and to present reasons and evidence clearly and persuasively. Students will study how different personalities, religious groups, political parties, cultural aspects, ethnic groups, and public opinion shaped the development of the United States, both in its foreign and domestic policies. The course is also intended to prepare students to take the AP exam given in May.

The goals and objectives of this course align with the College Board. The Content Standards can be found on the Internet at: http://collegeboard.com Reading and Writing Standards are a part of every course curriculum. In addition to course work and tests, Core and Benchmark assignments will be used to assess student attainment of the Standards.

COURSE EXPECTATIONS: All JFKHS teachers expect students to conform to the JFKHS Attendance Policy, Standards of Student Behavior, Standards of Conduct, Dress Code and Academic Integrity Guidelines. These policies can be found on the JFKHS website on the Internet at http://jfkcougars.org/ and in the Summer Mailing Packet.

In addition, this Course has the following expectations:

- Read and reread your textbook
- Keep current on all reading assignments
- Complete all assignments – outlines, workbook exercises (discussion questions), essays, and study tips – for each unit
- Read all supplemental assignments
- Keep a dedicated 3-ring notebook, chapter outlines, quizzes/tests, reflections, essays, handouts divided into chapters/units of study
- Participate with your partner/study group
- Keep an up-to-date assignment log/packet
- Participate in group work and various class projects
- Take and pass all chapter & unit exams, the midterm, and the final exam
- Course Website http://jfkcougars.org/apps/staff/
- Prerequisite – Grade of A or B in honors or AP history classes; grade of A or B in honors English (suggested)
- Concurrent enrollment – Honors or AP English (suggested)

TEXTS AND READINGS
Newman and Schmalbach United States History, 2006, (Amsco)
Various articles and handouts

**Helpful Websites:**
http://www.course-notes.org/US_History
http://www.apnotes.net

**REQUIRED MATERIALS:**
- Dedicated 3-ring binder
- 42 dividers
- lined paper
- at least 2 blue or black ink pens
- red pen
- #2 mechanical or wooden pencils
- small college dictionary
- mini stapler

**Helpful Materials**
- colored pencils/markers
- manual pencil sharpener
- hole punch (3-hole is best)
- highlighters
- correction fluid
- flash drive
- sheet protectors
- sticky tabs
- sticky notes
- ruler
- scissors
- eraser
- tissue

**GRADING POLICY**

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90%</td>
<td>A</td>
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<tr>
<td>89-80%</td>
<td>B</td>
</tr>
<tr>
<td>79-70%</td>
<td>C</td>
</tr>
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**GRADE COMPOSITION**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Packets, Projects</td>
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</tr>
<tr>
<td>Tests, Quizzes</td>
<td>50%</td>
</tr>
<tr>
<td>Essays, Presentations</td>
<td>15%</td>
</tr>
</tbody>
</table>

**COURSE CALENDAR**

**FALL SEMESTER**

**Unit 1** – Chapters 1-5 Pageant
Chapters 1-5 American Spirit
Chapters 1-4 Amsco
Handouts

**New American Beginnings/Colonial Society**
American Indian empires/cultures
European exploration
Spain/France/British empires
Regional patterns
Religion in the colonies
Resistance to authority

**ASSIGNMENT** – create a chart showing the political, social, economic, religious, intellectual, and art organization for each of the colonial areas – New England, Middle, Southern colonies.

**ASSESSMENT** – test – objective/subjective

**Week 1-5**

**Unit 2** – Chapters 6-8 Pageant
Chapters 6-8 American Spirit
Chapters 2-5 Amsco
Handouts

**American Revolution**
Dual for North America
Mercantilism
British policy changes
War for Independence/Treaty of Paris

**ASSIGNMENT** – develop a chart detailing the British policy changes following the Seven Years War (1763-1774). Indicate the content of each act, colonial
response, impact on colonial unity, British response, and impact of the experience on post-independence governance.

**ASSESSMENT** – DBQ New England and Chesapeake regions

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**Unit 3** – Chapters 9-12 Pageant
- Chapters 9-12 American Spirit
- Chapters 5-9 Amsco
- Handouts

**Federalist Era/Rise of Nationalism**
- The Confederation
- The Constitution
- Washington/the first Presidency
- Emerging political parties
- Jeffersonian democracy/expansion
- War of 1812/Nationalism
- The American System
- Establishment of national authority

**ASSIGNMENT** – create a visual showing: the causes and effects of the War of 1812
- The American System

**ASSESSMENT** - test – objective/subjective

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**Unit 4** – Chapters 13, 17 Pageant
- Chapters 13, 17 American Spirit
- Chapters 10-12 Amsco
- Handouts

**Jacksonian Democracy/Manifest Destiny**
- Rise of the common man
- nullification/bank war
- Indian removal
- National expansion/Texas/Oregon
- War with Mexico

**ASSIGNMENT** – write a story book for fifth graders on a selected topic from Jackson’s Presidency. Topics include the Bank War, Indian Removal, the Nullification Crisis, Jacksonian democracy/Spoils System, Whigs v Jacksonian Democrats
- Create a map showing national expansion, citing cause and effect for each area

**ASSESSMENT** – DBQ Mexican/American war

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**Unit 5** – Chapters 14-15 Pageant
- Chapters 14-15 American Spirit
- Chapters 11-12 Amsco
- Handouts

**Social Issues/Reform**
- Immigration/Nativism
- The emerging woman
- Transportation
- Religious revivals
- Reform movements
- Utopian communities

**ASSIGNMENT** – create a “one-pager” on one social development during the 1820s-1850s. Topics are to be chosen from the list above

**ASSESSMENT** - test – objective/subjective (possibly moved to midterm)

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**Unit 6** – Chapters 16, 18-19 Pageant
- Chapters 16, 18-19 American Spirit
- Chapters 12-13 Amsco
- Handouts

**Disruption of American Democracy**
- King Cotton/Peculiar Institution
- The crisis of Union
- Popular sovereignty
- Abolitionism
- Sectional issues/Compromises
- Lincoln/Douglas

**ASSIGNMENT** – develop a chart showing the “Road to War” (1820-1860). Indicate the content of each act/event, the northern and southern response, and
the impact it had on the coming war.  

**ASSESSMENT** – Midterm Exam & AP Binder

**SPRING SEMESTER**

**Unit 7 – Chapters 20-22 Pageant**  
Chapters 20-22 American Spirit  
Chapters 13-15 Amsco  
Handouts

**Civil War and Reconstruction**

- War/mobilization/dissent  
- Military strategies/diplomacy  
- Emancipation/role of African Americans  
- Effects of the war  
- Reconstruction policies - north v south  
- Struggle for equality  
- Impact of Reconstruction

**ASSESSMENT** – create a Reconstruction policy to answer the following questions:  
- What is the primary goal of Reconstruction?  
- What should be done to the ex-Confederates?  
- What should be done for the freedman?  
- Who should be able to vote/hold office in the new South?  
- What requirements should states meet before reunification?  
- How should the Southern economy be restored?  
- What role should the Union troops play in the South?

**ASSESSMENT** - test – objective/subjective

**Unit 8 – Chapters 23-26 Pageant**  
Chapters 23-26 American Spirit  
Chapters 17-19 Amsco  
Handouts

**Industrialization/Immigration**

- Expansion/development of western lands  
- Competitors for the west  
- Native American policy  
- Labor and Unions  
- Migration/immigration/national politics  
- Urbanization  
- New social order/machine politics  
- Effects of immigration/urbanization

**ASSESSMENT** – create a DBQ on industrialization, urbanization, or labor. Select a topic, create a question, select 8-10 documents. An answer to the question is also required.

**ASSESSMENT** - test – objective/subjective

**Unit 9 – Chapters 27-28 Pageant**  
Chapters 27-28 American Spirit  
Chapters 20-21 Amsco  
Handouts

**American Expansionism/Economics**

- American Imperialism  
- Hawaii/the new American Empire  
- Spanish/American War  
- Filipino Insurrection  
- “Big Stick” Foreign Policy

**ASSESSMENT** – create a map showing the new American Empire

**STUDY** for the mid-term exam

**ASSESSMENT** - test – objective/DBQ American Expansionism

**Unit 10 – Chapters 29-31 Pageant**  
Chapters 29-31 American Spirit

**Progressive Era/World War I**

- Origins of Reform

4
Chapters 21-23 Amsco
Handouts
TR, Taft, Wilson/moral diplomacy
Muckrakers
Women's roles
Consumer/environmental protection
War in Europe/American neutrality
WW I – at home and abroad
Treaty of Versailles

ASSIGNMENT – develop a visual for the Election of 1912 showing a symbol for each of the parties and the differences of political, social, and economic philosophy of each party.

ASSESSMENT - test – objective/subjective

Unit 11 – Chapters 32-34 Pageant
Chapters 32-34 American Spirit
Chapters 23-24 Amsco
Republican Ascendancy/New Deal
The business of America/consumerism
Republican politics
Culture/responses to Modernism
Struggle for equality
Post-war agreements
Hoover v FDR's approach to the Depression
New Deal – supporters/critics
Dust Bowl/migration shifts
Impact of the Depression on American society

ASSIGNMENT – create a magazine covering the social developments of the 1920s. Make sure an editorial, article, or political cartoon covers each topic.
KKK
Immigration/Nativism
Harlem Renaissance
Scopes Trial
Prohibition/Gangsterism
Automobile
19th Amendment
Movies

ASSESSMENT - test – objective/subjective

Unit 12 – Chapters 35-36 Pageant
Chapters 35-36 American Spirit
Chapters 25-26 Amsco
World War II
Rise of Fascism/militarism
Politics of Neutrality
Pearl Harbor/declaration of war
War aims/diplomacy/conferences
Wartime mobilization
Home front – effects on society
Civil liberties/rights during wartime
Emergence as a world power
Effects of the war

ASSIGNMENT – class debate and position statements on the decision to drop the atomic bomb – military necessity or post-war diplomacy?

ASSESSMENT – test – objective/DBQ decision to drop the bomb

Unit 13 – Chapters 37-38 Pageant
Chapters 37-38 American Spirit
Chapters 27-28 Amsco
Truman, Eisenhower and the Cold War
Origins of the Cold War
Truman/Containment
Japan/China/Korea
New foreign policy of IKE
Red Scare/McCarthyism
Impact of Cold War on society
Consensus/conformity
Consumer culture
Social critics/cultural rebels
Impact of science, technology, medicine
Emergence of the Civil Rights Movement

**ASSIGNMENT** – Brown University “Choices” activities for post-WW II policy decisions

**ASSESSMENT** - test – objective/subjective

**Unit 14** – Chapters 39-40 Pageant
Chapters 39-40 American Spirit
Chapter 29 Amsco
Handouts

**The American Years**
New Frontier/Great Society
Expanding the Civil Rights Movement
Vietnam War
Anti-War Movement/Counter culture
Nixon and China/Soviet Union
Watergate
Crisis in the Middle East
Carter/Iranian Hostages
Energy crisis/inflation

**ASSIGNMENT** – create a visual for the Civil Rights Movement or the Vietnam War. The visual should include the roots and the effects of the chosen event.

**ASSESSMENT** - test – objective/subjective

**REVIEW FOR TEST**

**ASSIGNMENT** – STUDY for the AP exam

**ASSESSMENT** - test – objective

**Unit 15** – Chapters 41-42 Pageant
Chapters 41-42 American Spirit
Chapter 30, Amsco
Handouts

**Conservative Resurgence**
The “New Right”
Détente/Cold War thaw
Reaganomics
Bush/Gulf War
Clinton/Impeachment
The future American Prospect

**ASSIGNMENT** – AP Binder

**ASSESSMENT** – Final Exam

**POST EXAM ACTIVITY**

**ASSIGNMENT** - students create a visual on a decision that “changed American History” or on major political or social developments during their birth year

All dates above are subject to change. You are encouraged to read ahead.
ABOUT THE A.P. EXAM:
The exam, administered in **May 15, 2013**, is 3 hours and 5 minutes in length and is divided into two sections:

1. **80 Multiple Choice Questions**: 50 minutes.
   a. 20% cover pre-Columbian American history through 1789.
   b. 45% cover years 1790-1914
   c. 35% are taken from 1915 to the present

2. **Three Essays**: 130 minutes
   a. **Document-based question (DBQ)**: One essay is a document-based question and requires you to incorporate both your knowledge of the time period and your skill in analyzing primary source documents. All students must answer this question.
   b. **Free response questions (FRQ)**: Two free response essays. You are given four essays from which you choose two (one from each of the following two areas):
      1. First half of U.S. history
      2. Second half of U.S. history

A.P. EXAM GRADING:
The College Board selects graders each year from a qualified college and university instructors as well as AP teachers to grade your essays. The College Board suggests that students typically spend 60 total minutes on DBQ (15 minutes preparing and 45 minutes writing it) and 35 minutes on each FRQ (5 minutes preparing and 30 minutes writing).

The A.P. U.S. History exam is graded on a five-point scale. Generally, most public universities award credit to students who earn a 3 or higher while many private colleges required a score of 4 or higher. However, since each school is free to set its own policy, you are advised to check the policies of the institutions that you are interested in attending.

80 multiple choice questions:
1600-1789  20%  + Three Essays (1 is D.B.Q.)
1790-1914  45%
1915-present  35%

CLASS POLICIES/EXPECTATIONS/CONSEQUENCES:
All policies published in the **JFKHS Student Code of Conduct** are followed. The most important are highlighted here.

1. Arrive to your class seat on time.
2. Bring all necessary materials to class including class text, paper and pen or pencil.
3. Do not sit in an unassigned seat. You WILL be marked truant if you do so.
4. Do not leave the room without the teacher’s permission.
5. Bathroom passes will be issued at the sole discretion of the teacher only. No exceptions unless a legal authorization has been filed with the school.
6. Do not leave or throw trash on the desks, floor or ledges of wall boards. If trash is consistently left in your area during your class time, you will be required to sweep your area before exiting each class time.
7. Classroom texts must be stowed in the book wells.
8. Do not write on computers, desks and/or equipment.
9. Respect classroom contents and do not remove or alter belongings or sit at teacher’s desk without permission.
10. Food and beverages other than water are not permitted in classroom. Bring your own facial tissues as I do not supply them for the class.
11. Other than Kennedy headwear, hats/caps are not worn in the classroom. The dean often visits my classroom looking for these!
12. Do not put make-up on or comb hair in class. Doing so will result in confiscation and/or loss of class points.
13. Cell phones and/or electronic devices must be put away while the teacher is conducting lessons.
14. Electronic devices (cell phones, iPods, hand-held video games, etc...) may be confiscated if used during prohibited times in class. In most cases, electronic devices are returned to the student at the end of the period but repeat offenders may incur stiffer consequences.
15. Failure to relinquish equipment when asked will result in a referral to the dean and/or a security escort.
16. No homework or assignments will be given to students prior to a prolonged absence. You must request missed work upon returning from an absence and adequate time to complete the assignments will be given.
17. Assignments may not be accepted if you were suspended, truant or sent out for disrupting the class.
18. Pay attention and stay on task. No sleeping or laying head on desk. If you are too ill to work, ask for a pass to the nurse so you may be sent home.

CONSEQUENCES OF MISBEHAVIOR:
I use the “Three Strikes Policy”. Except for extreme misbehavior, these procedures are carried out in the following order:
1. Redirection of student to task at hand/confiscation of the electronic or cellular device. A reminder of the rule will be stated.
2. Seating change or class point deduction for disruption (failure to change seats when requested will result in an office referral and/or security escort to the dean’s office).
3. Third offense or refusal to comply will earn detention, a referral to the dean’s office and/or parental contact.

Depending on the severity of the offense and behavior, consequences will result in one or more of the following:
• Loss of the privilege of use of computer/classroom equipment
• Alternative coursework
• Lowering of Cooperation/Work Habits grade
• Class or school suspension
• Parental contact/conference

* please note: my 4 biggest pet peeves are cheating, failing to turn over your phone when asked, not moving to the seat that I have reassigned you to and arguing when I have simply asked you to refocus attention to your task. Repeat offenders may be subject to more severe consequences.

ATTENDANCE/TRUANCY: Students who arrive more than 30 minutes late are marked absent and may be considered truant. Truant students do not have the right to make up their missed assignment, according to district policy.

TARDINESS: Students must be in their seat when the bell rings. Standing or just walking into class as the bell rings will always result in a tardy. Eating, putting on make-up or sitting with your head on the desk when the bell rings will result in being marked tardy. The JFKHS Tardy Policy will be followed.

ABSENCES: Assessments and assignments must be completed within 1 day after returning to JFKHS from 1 absence (within 2 days for a 2-day absence and so on). Copies of handouts can be obtained from the course website or another student. It is the student’s responsibility to obtain handouts and/or notes when absent or tardy. ONLY 1 HANDOUT WILL BE ISSUED TO EACH STUDENT. If you lose your handout, you may download online, photocopy a classmate’s or write out the contents of the handout.

HONESTY: Cheating is taken very seriously! Plagiarism or cheating in any form is not acceptable and will result in a 0 or fail for the assignment and/or for the course as well as a lowered work habits and/or cooperation grade. Students may also be referred to the dean’s office or school police and electronic devices may be confiscated and investigated.

COMPUTER LABORATORY & PERSONAL HANDHELD DEVICE POLICY: When instructed, students will use their own online devices for research or other class activities. JFKHS students follow directions and use equipment (whether school issued or your own device) appropriately in and outside of school. World History students caught using network websites (i.e. Facebook, Twitter) inappropriately in or outside of school will be held accountable. Students must sign and abide by the school district Acceptable Use Contract for technology.

HOMEWORK/ASSIGNMENTS: Must be neatly printed or typed (when directed). Some units require presentations or group work. No late work will be accepted without a written explanation one day prior to the due date. Teacher has final discretion. NO late work will be accepted for assignments that the student knew about prior to the absence. It is
the student's responsibility to find out what was assigned when he/she was absent. This may be done by contacting another student or emailing the teacher.

TEACHER CONTACT:
Mrs. Bakenhus
Room C114
Email: tamara.bakenhus@lausd.net
Phone and In-Person Parent Conferences: 11:30-12:00 pm M, W, Th, F by prior appointment only.

PARENT INFORMATION: The 5, 10 & 15-week progress reports notify parents of current grades and serve as a warning that their child may be in danger of failing. Please do your part and review and discuss progress report grades with your child regularly. Progress report copies may be obtained in the counseling office or from your child’s counselor. Parents and students are encouraged to communicate with teachers on a regular basis. Email is the fastest and easiest way to contact me regarding your child’s progress. As I do not have an outside line in my classroom, please allow at least a week for me to call you back after leaving a message with the school secretary.

Thank you,
Mrs. Bakenhus, Social Studies Department
**J.F. KENNEDY HIGH SCHOOL**  
11254 Gothic Ave.  
Granada Hills, CA 91334  
Phone: (818) 271-2900  
Fax: (818) 368-9527

**Mrs. Bakenhus**  
*AP U.S. History Syllabus, Fall 2012*

**Student Accountability Contract**  
I have read the syllabus for AP U.S. History. I will do my best to fulfill the requirements of the course and the expectations of my teacher. If I have any questions, I will or have asked them and received a thorough answer that I understood and will follow. Mrs. Bakenhus has made it clear that she welcomes questions and is here to help.

Signed: ___________________________________________ Date: __________________________

Student Name: ________________________________________ Class Period ____________

Student e-mail address: ___________________________ Student’s Cell Phone ____________________

**Parent Contract of Support**  
I have read the syllabus for AP U.S. History and have discussed the course requirements and class expectations with my child. I pledge to support my child to fulfill these requirements and expectations. I understand that Mrs. Bakenhus is available to help and will have my child seek assistance as soon as he/she needs it. I realize that waiting until grades are due to seek help does not allow enough time to remedy a situation and that will be avoided. If I have questions, I will email Mrs. Bakenhus at tamara.bakenhus@lausd.net or call the school to leave a message as needed.

Signed: ___________________________________________ Date: __________________________

Parent/Guardian Name: __________________________________________

Daytime Phone: (____) __________________________ Evening Phone: (____) __________________________

Parent/Guardian e-mail address: __________________________________________

What I should know about your child: __________________________________________