

Advanced Placement US History 2025-26
Course Syllabus and Overview Miss
Curtis: maddisonjcurtis@gmail.com
Class meets on Tuesdays, Thursdays, and Fridays

Welcome to an exciting semester of AP and College Prep US History! My name is Miss Curtis, and I will be your teacher for this course. I am looking forward to our time together to learn and grow as both people and students. History can be very exciting and, at times, evoke a lot of emotion. I ask all of you to keep an open mind and freely share your experiences and opinions.

Course Description and Goals:

This United States History course focuses on developing students' understanding of American history from approximately 1491 to the present. This college-level course analyzes the political, economic, and social development of the United States from colonial times to the present. Great reliance is placed on independent reading of a college level textbook for detail and breadth of coverage. Essay writing is emphasized to develop depth of understanding and flexibility in approaching historical comprehension. There is extensive practice in all the styles of testing that will be used by the College Board in the end-of-course exam for college credit. Critical reading of secondary and primary sources is developed.

The course has students investigate United States history for significant events, individuals, developments, and processes in historical periods, as well as develop and use the same thinking skills and methods employed by historians when they study the past: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. Upon completion of the course, students are prepared to take the Advanced Placement United States History Examination. In addition to the units listed below, the course will also emphasize a series of key themes throughout the year. These themes have been determined by the College Board as essential to a comprehensive study of United States history and include the following: American and National Identity; Migration and Settlement; Politics and Power; Work, Exchange, and Technology; America in the World; Geography and the Environment; and Culture and Society.

Required Materials:

- School issued textbook → Kennedy, David M., Cohen, Lizabeth. The American Pageant, 16th edition (updated AP version), Boston: Cengage Learning, 2016.
- Note-taking device **(laptops will be approved in-class unless privileges need to be revoked, but I *strongly* recommend taking hand-written notes)**
- Binder or folder for notes and assignments

Units Assignments:

1. Basic textbook readings--Read the entire book and take notes with identification and significance of key historical concepts, terms, and/or themes highlighted in notes or added to the reading notes; must show evidence of note taking from reading (such as Cornell style notes or an alternate note-taking method or highlighting in text-- must own the textbook to write in it).
2. Free Response Questions (FRQs), Long Essay, and Document Based Question (DBQ) tests and take-home assignments
3. APUSH style multiple choice questions and written response tests for every unit.
4. Examination and evaluation of varying historical viewpoints concerning the historical era of the unit
5. Analysis of primary source material appropriate for the unit

Units of Study:

1. Pre-British Settlement: 1491-1607
Text: Chapter 1
Aug 26-Sept 12
2. Colonial America: 1607-1754

- Text: Chapters 1-6
Sept 16-30
3. Independence and Establishment of the Nation: 1754-1800
Text: Chapters 7-10
October 21-November 7
 4. Growth of a Nation – Jeffersonian and Jacksonian Democracy: 1800-1848
Text: Chapters 11-15 & Chapter 17
November 11-November 25
 5. The Rise of Sectionalism and the Civil War: 1841-1865
Text: Chapter 16 & Chapters 18-21
December 2-December 18
 6. Becoming an Industrialized Society (Reconstruction, the Frontier Movement, the Gilded Age, and Progressivism): 1865-1920
Text: Chapters 22- 26 & Chapters 28-29 to pg 668
January 6-30

**MIDTERM FINAL IS ON THE FIRST FIVE UNITS—January 20-23
Unit 6 will be completed and tested in the second semester.**

7. The United States on the World Stage and Boom and Bust of its Economy 1890-1939
Text: Chapters 27 & 29 (beginning on pg 669)–Chapter 32
February 3-20
8. World War II and Its Aftermath: 1939-1963
Text: Chapters 33-36
February 24-March 13
9. Modern America: 1963-2014
Text: Chapters 37-41
March 17-April 15
10. Review
April 21-31

Mock AP Exam (Final Exam for Class): Sunday, May 3:

This final exam will be modeled after the actual Advanced Placement United States history exam. It will be a comprehensive exam, consisting of multiple choice, short answer, essay, and document-based questions. It will be on **Sunday, May 3** and will require about four hours. This test is the final exam for the class and prepares the students to take the Advanced Placement exam.

Advanced Placement Exam: Friday, May 8

Grading Policy:

Progress report and semester grades will follow the following scale, unless otherwise stated*:

93% and above A
89% - 92% A-
87% - 88% B+
83% - 86% B
79% - 82% B-
77% - 78% C+
73% - 76% C
69% - 72% C-
65% - 68% D+
60% - 64% D
55% - 59% D-
0% - 54% F

Absences/Make Up Work/Homework:

Students are expected to be in class every day. If you are absent, you need to assume you missed work and find out what it was. In other words, it is your responsibility to inquire about missed notes, reading, homework, etc! You may check Canvas or reach out to me directly via email to discuss what was missed. The student will have **as many days as they were absent** to complete missed work, unless other arrangements have been made. If present in class, homework is expected to be completed by the assigned due date. If there are extenuating circumstances and an assignment due date is not feasible, you *must* communicate with me to create an action plan. If I don't know, I can't help you, and the grade will result in a zero.

Office Hours:

For quick, clarifying questions, you are encouraged to reach out to me directly via email: maddisonjcurtis@gmail.com. Alternatively, for longer discussions, I am available via Zoom by appointment only. To schedule a Zoom meeting, please email me. I am most often available between 5 and 8pm on weeknights.

Ground Rules/Expectations:

- 1) Be RESPECTFUL, 2) be HONEST, 3) PARTICIPATE. This is a team effort and we all need to work together to get the most out of our lessons. Mutual respect will get us far together. On that note, should anything come up, being honest can only benefit the wellbeing of you and of this class. This includes academic integrity.
- 4) Arrive to class on time. This is part of the respect expectation. You will have one warning, after that, points will be taken from your participation grade each tardy. Continued tardiness will result in a parent/teacher meeting and potential further disciplinary action.
- 5) You are expected to bring all materials necessary for learning, including the right attitude. This is part of the participation expectation.
- 6) Use school appropriate/professional language in the classroom. We are fostering a healthy learning environment in this classroom and that involves keeping our space positive.
- 7) COMMUNICATE. I highly value communication, and this is a skill that will get you far in life. If there's something I should know, another way I can help you, or just something you want to share, you are always invited to communicate with me.

As a whole - No one has the right to interfere with the learning, safety or well-being of others in our classroom. Every person within the school environment has the right to complete their responsibilities without interference from others. Do what is expected of you and do it to the best of your ability.

Cell Phones & Electronic Device:

Cell phones and headphones will be collected at the beginning of each class. Cell phones may potentially be allowed to be used when your assignment(s) for the day is/are complete and submitted, or when the assignment allows for its use.

Academic Integrity:

I expect the work you submit in this class to be yours and for you to be proud of what you turn in! This is part of our honesty expectation. If you need more time on an assignment, talk to me! Don't compromise your academic integrity. *Plagiarism* is a form of cheating which is not allowed. Copying homework or plagiarizing in any form and from any source will not be tolerated. If you are caught plagiarizing in any form, you will not earn credit for the assignment. Academic integrity, in the context of **AI use**, means using AI tools ethically, responsibly, and as intended – to support your learning, not to bypass it. This implies producing work that is primarily your own, and appropriately acknowledging assistance received from AI. Unattributed use of AI-generated content, over-reliance on AI for your work, or using AI to avoid reading or analysis will be considered violations of our academic integrity policy.

Please sign & date (digitally or by hand) and return via email before the first day of school: