



## Course Syllabus

Franklin High School		2020-2021
<b>DIRECTIONS:</b> For each course, complete the syllabus and share with your evaluating/supervising administrator <b>as a pdf</b> ("File-download-PDF document") <b>by 9/28/20</b> . Syllabi will be posted on the FHS website under your name for the public to view.		
<b>Course Overview</b>		
<b>NOTE:</b> For core classes, all elements of this section (except for name and contact information) are the same.		
Course Title: Advanced Placement U.S. History		
Instructor Name: Greg Garcia	Contact Info: ggarcia1@pps.net	
Grade Level(s): Typically 11th but also available to 12th Graders, too.		
Credit Type: Alternative to U.S. History Credit	# of credits per semester: In 4X4 schedule 1.0 Credit	
Prerequisites (if applicable): While not required, students may take AP World History to be versed in the nature of the assessments of the class.		
General Course Description: In this class we will examine the complex American experience from colonial times to modern day. In our time together, you will be covering close to three sophomore level college classes (HST 201, HST 202, HST 203).		
<u>Prioritized National/State Standards:</u>		
Since this is an Advanced Placement course, the following six skills are prioritized.		
<ul style="list-style-type: none"><li>● <u>Skill 1: Development and Processing:</u> Students can identify and explain historical developments and processes.</li><li>● <u>Skill 2: Sourcing and Situation:</u> Students can analyze sourcing and situation of primary and secondary sources.</li><li>● <u>Skill 3: Claims and Evidence in Sources:</u> Students can analyze arguments in primary and secondary sources.</li><li>● <u>Skill 4: Contextualization:</u> Students can analyze the context of historical events, developments or processes.</li><li>● <u>Skill 5: Making Connections:</u> Students can use historical reasoning processes (comparison, causation, continuity and change over time) to analyze patterns and connections between and among historical events and processes.</li><li>● <u>Skill 6: Argumentation:</u> Students can develop a coherent academic argument.</li></ul>		
11-12.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.		
11-12.RH.2 Determine the central ideas or information of a primary or secondary source; provide		



an accurate summary that makes clear the relationships among the key details and ideas.

11-12.RH.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

11-12.RH.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

11-12.RH.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

11-12.RH.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

11-12.RH.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

### Course Details

#### *Learning Expectations*

#### Materials/Texts:

Upon check-in at the beginning of the year, students should have been issued the following CollegeBoard approved textbook.

Kennedy, David M, and Lizabeth Cohen, *The American Pageant*, 17th Edition. National Geographic Learning/Cengage Learning, 2019.

Other secondary sources which will be used in the class include...

Ambrose, Stephen E. *Undaunted Courage: Meriwether Lewis, Thomas Jefferson and the Opening of the American West*, Simon and Schuster, 1997.

Bristow, Nancy K. *Making Men Moral: Social Engineering During the Great War*, NYU Press, 1997

Capozzola, Christopher, *Uncle Sam Wants You: World War I and the Making of the Modern American Citizen*, Oxford University Press, 2010.

Fukuyama, Francis, *End of History and the Last Man*, Free Press, Reissue Edition, 2006.

Gaddis, John L. *The Cold War: A New History*, Penguin Books, 2006.

Jensen, Kimberly, *Mobilizing Minerva: American Women in the First World War*, University of Illinois Press, 2008.

Limerick, Patricia N. *Legacy of Conquest: The Unbroken Past of the American West*, W. W. Norton & Company, 1987.

Mann, Charles, *1491: New Revelations of America Before Columbus*, Vintage, 2006.

**Course Content and Schedule:**

Due to the 4X4 schedule --and the fact that I have two semesters' worth of AP US History-- I have been forced to create a series of support classes to support students who are not presently enrolled in the semester I am teaching.

Semester 2 students attend my Semester 1 support class every Thursday from 3:15-4:30+ in which I prioritize the most important lesson from that week and present it to the students.

Conversely, semester 1 students will attend the same support class at the same date/time so we can finish the last 7 lessons from the course. Despite starting the first week of school, we will still be seven lessons short.

**Semester 1:** Period 1: (1491-1607) Period 2: (1607-1754) Period 3: (1754-1800) Period 4: (1800-1848) Period 5: (1848-1877) Period 6: (1865-1898) Period 7: (1898-1945)

**Semester 2:** Period 8: (1945-1980) Period 9: (1980-Present)

**Differentiation/accessibility strategies and supports (TAG, ELL, SpEd, other):**

The differentiation strategies used in this course are based on evidence (data) received through multiple forms of pre, ongoing and formative assessments. Described here are the types of assessments used and specific differentiation strategies in place to meet the needs of ALL learners (including TAG, ESL, Special Ed.,)

- \* Use of audio and video
- \* Experimental Exercises-Simulations and Role Plays
- \* Writing for Understanding
- \* Problem Solving Group Work
- \* Flexible Grouping
- \* Depth and complexity extensions—Honors options, additional readings and activities
- \* Tiered lessons-lecture, reading, discussion activities, writing and projects.

**Safety issues and requirements (if applicable):**

N/A

**Classroom norms and expectations:**

**Bathroom Policy:** Per our negotiated standards agreed on during the first day of school, students are allowed to use the restroom without asking Mr. García's permission by indicating BRB in the chat and cutting their camera feed. Students are expected to wait until after Mr. García has given instructions.

**Food/Drink Policy:** Students provide their own food if they so choose. Its consumption is allowed provided their microphone is muted.

**Answering Questions/Handling "the Floor:"** When someone is officially recognized by Mr. García, please be respectful to that person by not having side conversations and giving that person your attention. If you would like to add something, please raise your hand.

**PLEASE TREAT ALL POINTS OF VIEW WITH RESPECT. No sexist, racist, homophobic, transphobic or otherwise derogatory language. This is not just good school policy, it's good History.**

The more perspectives we have, the more our historical understanding grows. As a major Trekkie, Mr. García runs his classes with the philosophy of **Infinite Diversity in Infinite Combinations**, the ideology of the United Federation of Planets (Earth's government in the 24th Century) where wonder replaces judgment.

#### *Evidence of Course Completion*

**Assignment Policy:** There are three kinds of assignments Mr. Garcia gives in class.

- **Blueprint Assignments:** To prepare for key portions of the AP US History test.
- **OPTIONAL Fun Activities:** A fun application of the stuff we learn in class.
- **Historical Period Notes:** To show understanding of the materials on the test.

Here's how they all work!

- **Blueprint Assignments:** These are intended to show students sentence for sentence strategies to pass if not ace the LEQ and DBQ portions of the test. These range between 20 to 30 points and entire lessons are dedicated to finishing them.
  - **Students will hand in assignments by either uploading their files via Canvas or sharing their files with Mr. Garcia via google docs at ggarcia1@pps.net.**
  - **Blueprint assignments are due the Friday of the following week they're assigned.**
- **Fun Activities:** Because the CollegeBoard curriculum can be mind-numbingly dry, Mr. García has invented some "fun activities" designed to develop the same skills but without the pretentious academic overtones. These are ***optional*** activities intended to strengthen a student's historical thinking skills and can include Terminator Puzzles, multiple perspective based time travel activities, exploring strange new worlds, and surviving alien contact. Accurately completing and turning in a fun activity can result in 3 points extra credit to offset any losses inflicted by the CollegeBoard rubric.
  - **Fun Activities can be delivered in three different ways:**
    - An email attachment sent to Mr. Garcia **with its title as the email's subject.**
    - A conversation with Mr. Garcia during office hours
    - A recording produced from the student that is sent to Mr. Garcia via email **with the title as the email's subject.**

- **Fun Activities can be turned in any time during the Historical Period and 1 week after its end.**

- **Historical Period Notes:** To ensure that a student understands the necessary content for the AP US History Test, Mr. Garcia will need to grade every handout given to students. However, in an effort to give extended space and grace during these historically unprecedented times, **notes are not due until the week after the next historical period starts with the exception of Period 7's notes which are due by the end of Finals Week.** Late policies are extremely relaxed with notes.

- Notes can be handed in by the **last day of the semester without any penalty whatsoever.** While timeliness is important, having the necessary material to properly prepare for the AP US History test in May is more so.

Progress Reports/Report Cards (what a grade means):

Everything entered in Synergy fits into one of three categories (assignment, quiz and test) and is calculated by the following percentages:

Assignments: 20% of total grade, Quizzes: 30% of total grade, Test/Project: 50% of total grade.

Final Grades: A= 100%-90%, B=89%-80%, C=79%-70%, D=69%-60, F=59% or less

Career Related Learning Experience (CRLEs) and Essential Skills:

**What do we do after the Test?** Ordinarily, Mr. García spends the last six weeks showing students how they can make money with their recently developed skills as an historian by having students research, design and build their own museum exhibit on the history of anything they want.

**Seriously, the world does NOT need another report on George Washington, the Gettysburg Address or the "Founding Fathers." It needs the History of Rap Music, Toys, Comic Books, and the lives of people your textbook ignores.** That's where the money is and --more importantly-- that's where the discipline of History needs to grow.

Despite the strangely unique school year, Mr. García is still offering this service in the form of website design. After May 6th (the day of the test), Mr. García is turning his Thursday voluntary support class into a seminar to help students contact professional historians across the country (such as NASA, Team USA, and the Academy Awards) and build a virtual museum exhibit.

Semester 1 students may also collaborate with fellow classmates enrolled in the Semester 2 AP US History class. **This activity counts as a career related learning experience.**

#### **Communication with Parent/Guardian**

What methods are used to communicate curriculum, successes, concerns, etc.?

Since the first week of school, parents have been contacted via Synergy with a weekly "Captain's Log" for the class updating parents in both written --and video-- form concerning the class' developments and how they should prepare.

Students who score top marks on a test/quiz will have their parents contacted via telephone as a good news message.

The purpose of these contacts is to provide an open and congenial relationship with parents so that if issues arise regarding hardships in a family or if possible disciplinary methods must be addressed we can collaborate with parents.

**Personal Statement and other needed info**

**The Philosophy of "A'ole/No Pilikia:"** As a Latino/Native Hawaiian/Lifelong Star Trek Fan, any Mr. Garcia class is a multilingual and multicultural experience with phrases said in English, Spanish, Hawaiian, and Klingon.

One of the most popular phrases spoken in class is "A'ole (pronounced Ah-OH-lay) Pilikia (pronounced Pee-LEE-key-LAH)" which is Hawaiian for "No Problem." Mr. Garcia's philosophy as an educator is minimal problems for students and this year is no exception.

Any test or quiz being eligible for a retake once (provided students talk to Mr. Garcia first to see what "went wrong") and late work is eligible for points for six weeks or more.

