

the nature of the course

- This course is among the most difficult of the AP courses because it has both a conceptual framework that is unfamiliar to most students and it concerns massive amount of content.
- This class makes tremendous demands on your time. These demands will frequently be beyond what you might be able to do. Large reading assignments and demanding writing assignments are common.
- You are responsible for your own learning. At this level of academic pursuit “we never talked about this in class” and “you never told us this was going to be on the test” are statements that are without merit.

Decide

- Commit yourself to the difficult reality of this course.
- Reconsider this course if
 - This is the first AP course you have ever taken
 - You have never taken an honors class
 - You have never had an A in Social Studies or English
 - You are not a strong reader
 - You are not a solid writer
- Other U.S. History courses fulfil the graduation requirement.
- I love people to take this course....At the same time you need to make sure this is the right course for you.

State Standards

This is a graduation requirement course. This course is driven by a set of state standards. They can be found in their entirety at (https://ed.sc.gov/agency/programs-services/41/documents/USHC_2011Standards.pdf) There is also a more complete description of the standards in the U.S. History and Constitution Support Document at (<http://ed.sc.gov/agency/se/Instructional-Practices-and-Evaluations/documents/USHistorySupportDocuments.pdf>).

Every thing we do in class is geared in some way to learning these standards in preparation for the End of Course Test in United States History and Constitution. Instruction will also emphasize the elements of social studies literacy and levels of thinking across the modified Bloom’s taxonomy used by the state.

End of Course Test

This class is designed to prepare you for the USHC EOC. This is a test written and administered by the State Department of Education. It will count as 20% of the grade for this class. It takes the place of the mid-term and final exams. A dated description of the exam can be found at <http://ed.sc.gov/agency/programs-services/41/>

The College Board

This class is also designed to meet course content and curricular goals established by the College Board in preparation for the APUSH Exam. The AP Course Description for United States History is available in its entirety online at AP Central (<http://media.collegeboard.com/digitalServices/pdf/ap/ap-us-history-course-and-exam-description.pdf>)

The AP Exam

The AP U.S. History Exam is 3 hours and 15 minutes long and includes a 55 question multiple-choice section, four short answer questions, one document based question, and one long essay question. Student performance will be compiled and weighted to determine an AP Exam score. A complete description of the exam can be found at http://apcentral.collegeboard.com/apc/members/exam/exam_information/2089.html

Assignments: aka Formative Assessments

These are the assignments that we do in class. These assignments are telling both of us what you understand at any given point. If you don’t get something, then we have time to fix it and ensure that you learn what you need to.

- Class work assignments
 - We will spend class time doing various assignments designed to get us to think about and organize what we need to learn

- Always do all the assignments and always keep graded and returned assignments until at least the end of the nine weeks has passed.
- Homework Assignments
 - I will collect and check representative assignments you do.
 - Do all the assignments and always keep graded and returned assignments until at least the end of the nine weeks has passed.

Test and Quizzes: aka Summative Assessments

This is the fancy term for tests and quizzes. We give test and quizzes periodically to determine at a particular point in time what students know and do not know.

1. In the typical chapter, we will take two Quizzes. One will be a short written prompt. The other will be a vocabulary quiz.
2. We take a test for each chapter. Tests are typically multiple choice and may include vocabulary, and short answer. A test may also include a map completion question, political cartoon, or primary resource.
3. Test grades will be the “major” part of your nine week grade – in other words 60%.

IMPORTANT: If you ever have a question or concern about a grade please address it to me ASAP. We will work together to make sure everyone understands each other!!! I can always be specific about the grade you have.

Six Check Grader

This is the method I will use to grade your formative assignments. It is rough way to gage the quality of your work.

✓+	✓+	✓+	✓+	✓+	✓+	100
✓+	✓+	✓+	✓+	✓+	✓	95
✓+	✓+	✓+	✓+	✓	✓	90
✓+	✓+	✓+	✓	✓	✓	85
✓+	✓+	✓	✓	✓	✓	80
✓+	✓	✓	✓	✓	✓	75
✓	✓	✓	✓	✓	✓	70
✓	✓	✓	✓	✓		65
✓	✓	✓	✓			60
✓	✓	✓				55
✓	✓					50
✓						45

Weights

Assignments are weighted differently in the determination of your nine weeks grade.

Assignment	Example	Weight
Assessment	Tests and Quizzes	60%
Classwork	Notes & assignments completed during a class meeting	40%
Homework	Assignments Completed outside of class.	

Student conduct

1. As described in the student handbook of your agenda.
2. Discipline will be handled in respect to description found in your agenda.
3. Tardies - As described in in the student handbook of your agenda.
4. Make up work - As described in the student handbook of your agenda.

Supplies (Required Daily)

1. A three-ring binder for A.P. U.S. History and Constitution work
2. Pencils and pens (blue and black ink)
3. Loose-leaf paper
4. Agenda

About the Advanced Placement Program[®] (AP[®])

The Advanced Placement Program[®] has enabled millions of students to take college-level courses and earn college credit, advanced placement, or both, while still in high school. AP Exams are given each year in May. Students who earn a qualifying score on an AP Exam are typically eligible, in college, to receive credit, placement into advanced courses, or both. Every aspect of AP course and exam development is the result of collaboration between AP teachers and college faculty. They work together to develop AP courses and exams, set scoring standards, and score the exams. College faculty review every AP teacher's course syllabus.

AP History Program

The AP Program offers three history courses: AP European History, AP United States History, and AP World History. All three history courses focus on the development of historical thinking while learning required course content. Course themes foster deep analysis by making connections and comparisons across different topics.

AP United States History Course Overview

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: 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.

PREREQUISITES

There are no prerequisites for AP U.S. History. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

AP United States History Course Content

The AP U.S. History course is structured around themes and concepts in nine different chronological periods from approximately 1491 to the present:

- Period 1: 1491–1607
- Period 2: 1607–1754
- Period 3: 1754–1800
- Period 4: 1800–1848
- Period 5: 1844–1877
- Period 6: 1865–1898
- Period 7: 1890–1945
- Period 8: 1945–1980
- Period 9: 1980–Present

Within each period, key concepts organize and prioritize historical developments. Themes allow students to make connections and identify patterns and trends over time.

AP History Disciplinary Practices and Reasoning Skills

The AP history courses seek to apprentice students to the practice of history by emphasizing the development of disciplinary practices and reasoning skills while learning historical content. The practices and skills that students should develop in all AP history courses are listed below, along with a condensed description of what students should be able to do with each. Every AP Exam question will assess one or more of these practices and skills.

AP HISTORY DISCIPLINARY PRACTICES

Practice 1: Analyzing Historical Evidence

Primary Sources

- Explain the relative historical significance of a source's point of view, purpose, historical situation, and/or audience.
- Evaluate a source's credibility and/or limitations.

Secondary Sources

- Explain how a historian's claim or argument is supported with evidence.
- Analyze patterns and trends in quantitative data in non-text-based sources.
- Evaluate the effectiveness of a historical claim or argument.

Practice 2: Argument Development

- Make a historically defensible claim in the form of an evaluative thesis.
- Support an argument using specific and relevant evidence.
- Use historical reasoning to explain relationships among pieces of historical evidence.
- Consider ways that diverse or alternative evidence could be used to qualify or modify an argument.

AP HISTORY REASONING SKILLS

Skill 1: Contextualization

- Use context to explain the relative historical significance of a specific historical development or process.

Skill 2: Comparison

- Explain the relative historical significance of similarities and/or differences between different historical developments or processes.

Skill 3: Causation

- Explain the difference between primary and secondary causes and between short- and long-term effects.
- Explain the relative historical significance of different causes and/or effects.

Skill 4: Continuity and Change Over Time

- Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

AP United States History Exam Structure

AP U.S. HISTORY EXAM: 3 HOURS 15 MINUTES

Assessment Overview

The AP Exam questions measure students' knowledge of U.S. history and their ability to think historically. Questions are based on learning objectives, key concepts, course themes, and AP history disciplinary practices and reasoning skills.

Format of Assessment

Section I, Part A: Multiple Choice | 55 Questions | 55 Minutes |
40% of Exam Score

- Questions appear in sets of 2–5.
- Students analyze primary and secondary texts, images, graphs, and maps.
- Questions cover all course periods.

Section I, Part B: Short Answer | 3 Questions | 40 Minutes |
20% of Exam Score

- Students respond to 2 required questions and choose between 2 options for a third question.
- Questions 1 and 2 cover periods 3–8 of the course; students choose between answering either question 3 (covering periods 1–5) or question 4 (periods 6–9).
- Students analyze historians' interpretations, historical sources, and propositions about history.

Section II, Part A: Document Based | 1 Question | 60 Minutes |
25% of Exam Score

- Students assess written, visual, and quantitative sources as historical evidence.
- Students develop an argument supported by an analysis of historical evidence.
- Question covers periods 3–8 of the course.

Section II, Part B: Long Essay | 1 Question | 40 Minutes |
15% of Exam Score

- Students select one question among three different periods (1–3, 4–6, 7–9) of the course.
- Students explain and analyze significant issues in U.S. history.
- Students develop an argument supported by an analysis of historical evidence.

AP U.S. HISTORY SAMPLE EXAM QUESTIONS

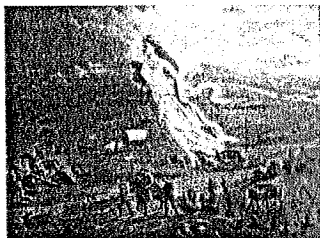
Sample Multiple-Choice Question

"Our ... destiny [is] to overspread the continent allotted by Providence for the free development of our yearly multiplying millions. . . . The Anglo-Saxon foot is already on [California's] borders. Already the advance guard of the irresistible army of Anglo-Saxon emigration has begun to pour down upon it, armed with the [plow] and the rifle, and marking its trail with schools and colleges, courts and representative halls, mills and meetinghouses. A population will soon be in actual occupation of California. . . . Their right to independence will be the natural right of self-government belonging to any community strong enough to maintain it." — John L. O'Sullivan, 1845

The process described in the passage above most directly led to political controversies in the 1840s and 1850s over the

- (A) expansion of slavery into newly acquired territories
- (B) authority of the Supreme Court to overturn federal laws
- (C) role of the federal government in economic development
- (D) use of natural resources in newly acquired territories

Sample Short-Answer Question Focused on Causation



John Gast, *American Progress*, 1872
Courtesy of Library of Congress

Use the image and your knowledge of United States history to answer parts A, B, and C.

- A) Describe the point of view reflected in the image regarding ONE of the following:
 - Migration
 - Technology
 - American Indians
- B) Explain ONE historical cause for the rise of the point of view you identified in Part A.
- C) Explain how the point of view you identified in Part A helped to shape ONE specific United States government action between 1845 and 1900.

Sample Free-Response Question: Document-Based Question

Analyze major changes and continuities in the social and economic experiences of African Americans who migrated from the rural South to urban areas in the North in the period 1910–1930. Students examine seven primary source documents, including a map, newspaper articles, a letter, song lyrics, and a folk saying.

Sample Free-Response Question: Long Essay Question Focused on Continuity and Change over Time

Evaluate the extent to which increasing integration of the United States into the world economy changed in United States society from 1945 to the present.