

Advanced Placement United State History

Alison J. Swartz

Room 23

Office Hours: Every Morning from 7:30 a.m. – 8:20 a.m.

Lunch and Learn every day offered for the entire hour(unless specified by Swartz)

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Course Description

AP® U.S. History is a challenging course that is meant to be the equivalent of a freshman college course and can earn students college credit. It is a two-semester survey of American history from the Pre-Columbian period to the present. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents, and historiography. The class is taught in accordance with the AP U.S. History curriculum framework, and is designed to prepare students for the AP U.S. History Exam in May.

Course Objectives

Students will:

- master a broad body of historical knowledge
- demonstrate an understanding of historical chronology
- use historical data to support an argument or position
- differentiate between historiographical schools of thought
- examine how political institutions, social and cultural developments, diplomacy, and economic trends are interweaved throughout history
- interpret and apply data from original documents, including cartoons, graphs, letters, etc.
- effectively use analytical skills of evaluation, cause and effect, compare and contrast
- work effectively with others to produce products and solve problems
- prepare for and successfully pass the AP U.S. History Exam

Course Texts :

Primary Texts:

- John J. Newman and John M. Schmalbach. *United States History: Preparing for the Advanced Placement Examination* 3rd Edition (New York: Amsco School Publications, 2015).
- David M. Kennedy, Lizabeth Cohen, and Thomas A. Bailey. *The American Pageant: A History of the Republic* 12th Edition (Boston: McDougal Littell/Houghton Mifflin, 2005).
- Additional sources will be incorporated into the students' reading throughout the course when needed. They may be asked to read, analyze, and interpret these documents through homemade Document Base Questions.

Historical Themes:

While the course follows a narrative structure supported by the textbook and audiovisual materials, the following seven themes described in the AP U.S. History Course and Exam Description are woven throughout each unit of study:

1. **American and National Identity (NAT)**
2. **Politics and Power (POL)**
3. **Work, Exchange, and Technology (WXT)**
4. **Culture and Society (CUL)**
5. **Migration and Settlement (MIG)**
6. **Geography and the Environment (GEO)**
7. **America in the World (WOR)**

Historical Thinking Skills:

These skills reflect the tasks of professional historians. While learning to master these tasks, AP U.S. History students act as "apprentice historians."

- Analyzing Historical Evidence
- Comparison
- Contextualization
- Causation
- Patterns of Continuity and Change over Time
- Argument Development

Historical Periods:

Period	Date Range	Instructional Time	AP Exam
1.	1491 – 1607	5%	5%
2.	1607 – 1754	10%	45%
3.	1754 – 1800	12%	
4.	1800 – 1848	10%	
5.	1844 – 1877	13%	
6.	1865 – 1898	13%	45%
7.	1890 – 1945	17%	
8.	1945 – 1980	15%	
9.	1980 – present	5%	5%

A.P.U.S.H. Exam:

The APUSH exam will be given on May 11, 2018. It is mandatory for all APUSH students to take the exam. If a student does not take the APUSH exam, he or she will earn a zero percent as a test grade. The exam is three hours and fifteen minutes long.

Section	Question Type	#of Questions	Timing	% of total Exam Score
I	Part A: SB Multiple-Choice Questions	55	55 min.	40%
	Part B: Short-Answer Questions	3*	40 min.	20%
II	Part A: Document – Based Question	1	60 min.	25%
	Part B: Long essay Question	1**	40 min.	15%

*SAQ #1 is mandatory and would assess the students' ability to analyze secondary sources from periods 3-8. SAQ #2 is mandatory and would assess the students' skill of either comparison or causation using a primary text or visual source from periods 3-8. For the third SAQ, the student has a choice of two SAQs to answer. There will be no stimulus for these questions and question #3 will be from periods 1-5, while question #4 will be from periods 6-9.

****Students will have a choice from three LEQ prompts. The first will be from periods 1-3, the second will be from periods 4-6, and the third will be from periods 7-9. All three will address the same theme and assess the same reasoning thinking skill (Contextualization/ Causation/ Comparison/ Continuity and Change over Time).**

Grading Policy:

A: 100-90, B: 89-80, C: 79-70, D: 69-60, F: 59-0

Attendance and Lateness:

Attendance in this class is essential. Much of the material for success is provided through lecture and discussion. Only absences that are excused through the Dean's office will be accepted. The student is responsible for getting the information he/she missed while absent. Tardiness is unacceptable. If the door to the classroom is closed, that means you are late. The student must turn in all work in the appropriate bin. I.D.'s should also be visible at all times for your safety and in order to adhere to Douglas Anderson's code of conduct.

Course Assignments:

Assignments will be graded using a point system. Unit exams, quizzes, and projects will be worth more points than homework or classwork assignments. In addition, students will be graded on class participation for some activities. Students will receive a rubric for the long essay and Document-Based Questions based on the Advanced Placement grading scale. There will be very little lecture in the class. Information will be learned through outside of class reading and primary source activities. The primary source activities provide students with the opportunity to read and interpret a diverse selection of primary source materials. The teacher introduces each document, and then students (either alone or in groups) read, interpret, and discuss the document, noting the style, language, intent, and effect. Students receive "essential questions" to frame class discussions; these are often used as writing assignments. Also, for each unit of knowledge, students will be required to write an analytical paper, using the AP scale, and answer AP-formatted multiple-choice questions in the exact times allotted on the AP exam. Students will be encouraged to keep a notebook of all returned assignments and handouts.