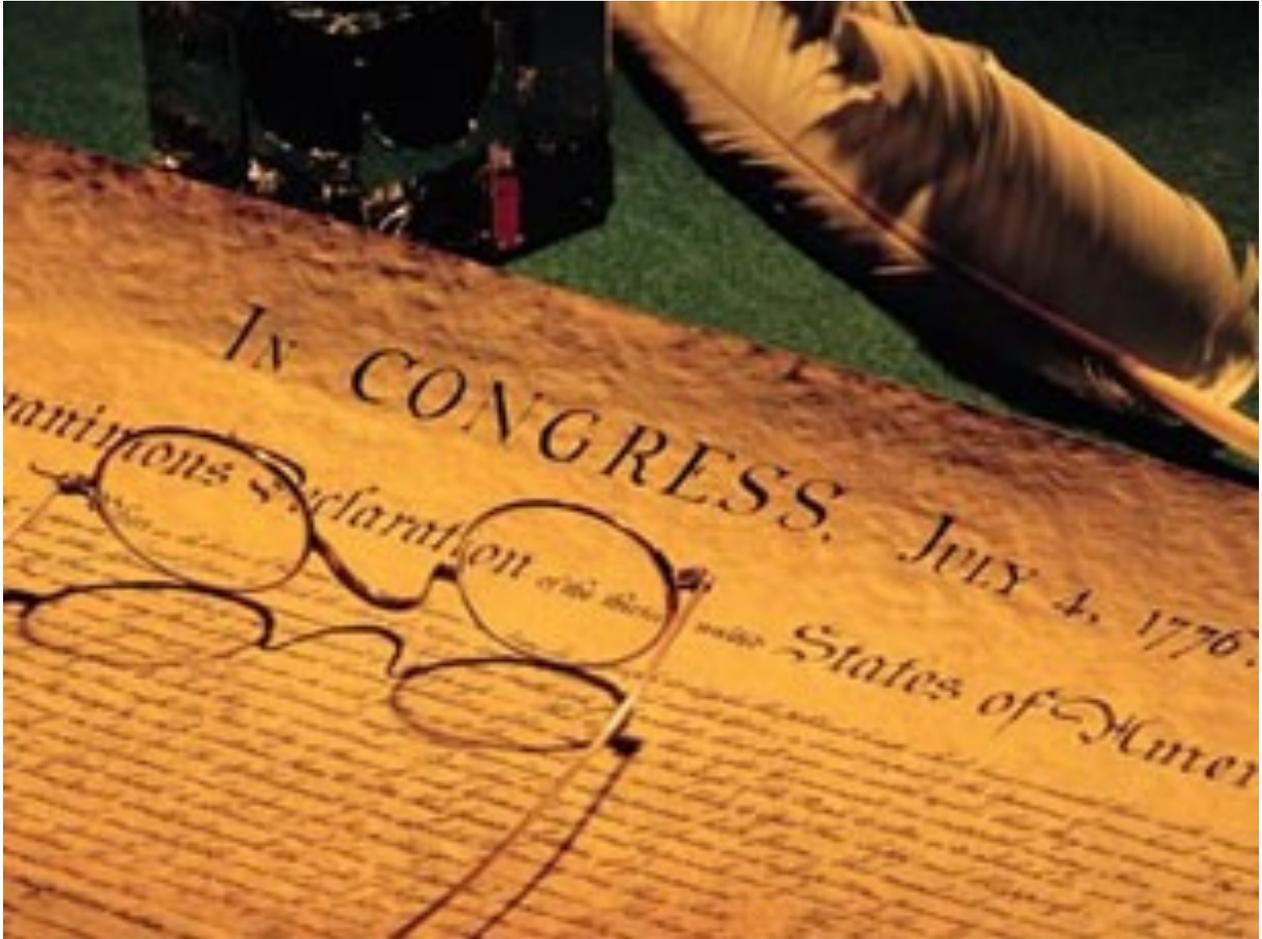


Advanced Placement U. S. History 2018 - 2019



History cannot give us a program for the future, but it can give us a fuller understanding of ourselves, and of our common humanity, so that we can better face the future. — Robert Penn Warren

Mr. Sean McAtee
Iroquois High School, Room 204

Course Description

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 comparison; and utilizing reasoning about contextualization, causation, and continuity and change over times. 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.

In choosing this reading and writing intensive, fast paced class, you are accepting the responsibility and workload of a college freshman. This is a rigorous course that will require your time, energy and determination. Congratulations for accepting this challenge!

Curriculum Framework / Units of Study

I. AP History Disciplinary Practices

Practice 1: Analyzing Historical Evidence

A. 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.

B. 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 the ways that diverse or alternative evidence could be used to qualify or modify an argument.

II. 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 differences 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.

III. Thematic Learning Objectives

- American and National Identity
- Politics and Power
- Work, Exchange, and Technology
- Culture and Society
- Migration and Settlement
- Geography and the Environment
- America in the World

IV. Historical Time Periods / Textbook Readings

Period 1 (1491 - 1607)

- Textbook Readings: Chapters 1 - 2 (September)

Period 2 (1607 - 1754)

- Textbook Readings: Chapters 3, 4, 5 (September - October)

Period 3 (1754 - 1800)

- Textbook Readings: Chapters 6, 7, 8 (October - November)

Period 4 (1800 - 1848)

- Textbook Readings: Chapters 9, 10, 11, 12 (November)

Period 5 (1844 - 1877)

- Textbook Readings: Chapters 13, 14, 15, 16 (December)

Period 6 (1865 - 1898)

- Textbook Readings: Chapters 17, 18, 19, 20 (January)

Period 7 (1890 - 1945)

- Textbook Readings: Chapters 21, 22, 23, 24 (February)

Period 8 (1945 - 1980)

- Textbook Readings: Chapters 25, 26, 27, 28, 29 (March)

Period 9 (1980 - Present)

- Textbook Readings: Chapters 30 - 31 (April)

AP U.S. History Exam

Date: May 10, 2019

Length: 3 hours, 15 minutes

Format of AP U.S. History Exam

I. Section 1, Part A

- Multiple Choice
- 55 questions / 55 minutes
- 40% of exam score

II. Section 1, Part B

- Short Answer
- 3 questions / 40 minutes
- 20% of exam score

III. Section II, Part A

- Document Based
- 1 question / 60 minutes
- 25% of exam score
- Questions covers periods 3 - 8 of the course

IV. 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

Textbook & Supplemental Readings

Primary Textbook:

Henretta, James A., et al. *America's History for AP, Eighth Edition*. Boston: Bedford / St. Martin's, 2014.

Supplemental Readings:

The curricular requirements for this course dictate the use of a variety of materials outside of the textbook. Students will read and analyze a wide variety of primary source documents. In addition, students will read essays and articles written by working historians.

Required Class Materials

- Laptop Computer
- Notebook Paper
- Blue or Black Pens / #2 Pencils / Highlighter

Additional Materials that may be Helpful

- Paper notebook to take notes in class — if you prefer to take notes on paper rather than computer
- Large, 3-ring binder
 - I will send you readings electronically. You may print paper copies [on your own] if you prefer to read & mark them up on paper

Assignments and Grades

As described below, students will be asked to complete a variety of tasks throughout the year. I will always be willing to provide assistance and answer any questions that a student might have. However, it is ultimately each student's responsibility to complete assignments in full and on time.

Each assignment will be assigned a specific number of points based on the difficulty and time required to complete the assignment.

All work is to be completed on time. Any work that is one day late will be accepted, with a 10% penalty. Beyond that point, and without any extenuating circumstances, no late work will be accepted.

I. Tests and Quizzes

- Tests will be given following each unit. Each test will consist of multiple choice questions, short answer questions, and either a DBQ or FRQ essay.
- Quizzes will be shorter in length than tests, and consists of multiple choice and / or short written response questions. A quiz will typically be based on one or two textbook chapters.

II. Writing Assignments

- **Document Based Questions** - The DBQ is an extended essay in which the student is given several documents (writing, charts, cartoons, etc) and must answer a question using those documents and their knowledge of U.S. History.
- **Free Response Questions** - The FRQ is an extended essay in which the student must use historical thinking skills to explain and analyze a significant issue in U.S. history.

III. Homework / Class Participation

- Homework consists of various assignments, such as questions based on assigned reading, vocabulary work, primary source activities, etc.
- A participation grade will be factored into each student's overall grade. This will be based on the student's engagement and active (and worthwhile) participation in class activities.

General Expectations

I. Handing in Assignments

- I anticipate that many of the assignments for class will be submitted via the OneNote computer program
- Assignments completed on paper must be typed or written in blue or black ink.

II. Absences

- It is your responsibility to make up work that is missed during absences. Please visit my website, contact another student from class, or contact me in person or via email to get missed work. Due to the pace of this class, please try to limit absences.
- Missed work due to an extended absence will be discussed on an individual basis.

III. Class Participation

- All students are expected to contribute to classroom discussions. Failing to participate will cause a reduction in a student's grade.
- Be respectful to other people's ideas and comments.