

2021-2022

AP U.S. History Student Syllabus

Mr. Hughes- Azle High School Rm. E24

Contact: ahughes@azleisd.net
ahughes@g.azleisd.net

General Overview:

Welcome to Advanced Placement United States History. The syllabus below is a general framework for the AP course structure as well as classroom procedures. Please be sure to thoroughly read over this syllabus to become completely familiar with procedure and content.

Before joining AP U.S. History, you should have a base knowledge of historical thinking skills and writing skills from AP World History. We have nine historical thinking skills and seven themes that you will master by the end of the course. These are listed in the syllabus. You will also be expected to master Document Based Question, Long Essay Question, and Short Answer Question writing skills.

Warning!!

This class is not for the faint of heart. **This is a writing course!** You will be expected to write essays almost every week. You will also be expected to complete **4 hours of homework every week**. After you have started the course, you will be expected to finish the entire year in APUSH. You will be writing constantly, becoming masters of multiple choice, DBQ, SAQ, and Long Essay questions. **Strongly evaluate your commitment time capability**. This class is a challenge but well worth it if you own the challenge.

Curriculum Framework: [External Link](#)

Class Expectations

1. It is **expected** that you will come to class each day with your device CHARGED!

Although the majority of your class will be on Canvas, you will also need a pencil and paper every day for when we are writing. 2. You are, also, expected to bring your "A" game to this class. You will be putting forth a considerable amount of effort. Stay consistent, focused and keep the end in mind-passing that AP exam with a 3 or better will earn you college credit at most schools! 3. **Make up Work:** Be on time and try to avoid missing class. This class will move at a collegiate pace and will not be easy to make up work. Please check Canvas for announcements and assignments for when you are absent. Make up work must

be completed and submitted in a timely manner, please reference school policy regarding the ratio of days missed/days to complete work. All pre- announced quizzes and tests are to be taken on that day, even if you missed the day before. All assignments will be listed in our Canvas course. All make up work is the responsibility of the student and you are required to be in touch with exactly what you need to do in order to continue working smoothly in the class. **NOTE:** An absence is any day you miss class...sickness, vacation, field trip, competition, or sporting events. The reason why you are not in class does not matter, make up work is the same. **4. Late Work:** For the 1st 9 weeks late work will be accepted. If it is turned in late the same day it is due, or the next day, 15 points will be deducted from the grade. If it is turned in two days after it is due, 30 points will be deducted from the grade. Late work is not accepted beyond two days and a zero will be recorded for the grade. After the first 9 weeks, **LATE WORK WILL NOT BE ACCEPTED.** **5.** You will have quizzes for most of the readings and videos you are required to complete. These are to ensure that you read. Since there is so much information to be learned, the readings provide a base for enrichment that will happen in class. The questions will be very detailed so you must take notes **AND INCLUDE** key terms and names over each chapter to be successful on the quiz. You must take your own handwritten notes, you will be able to use any written notes on quizzes. **6. Testing Policy-** Test and quizzes can be made up after school, or during a free period. If you fail a test or quiz you may make it up for a 70 by making corrections using notes and/or your book, these corrections may only be made before or after school, or during a free period. **7.** Please properly complete all class work and home work as assigned. All writing assignments: DBQ, Long Essay, and Short Answers must be handwritten. You will be expected to participate in class on a daily basis. In the event you do not turn in an assignment on the date due, please see me immediately. On time is defined as when it is requested by the teacher. You will turn in assignments directly to Canvas, unless otherwise instructed. **8.** Within our classroom, we must agree to work together to master the content and learn from each other. Mutual respect and consideration within our classroom is a must. Bring your "A" game of respect to class each day. **YOU** are the learner; I am a facilitator of your learning. Take responsibility for yourself!

Grading Policies and Evaluation:

The grading scale will follow Azle ISD Guidelines:

Daily 60%

Major grades 40%

Materials:

3 subject notebook

chromebook

Test/Quiz Assignments Include:

Reading Quizzes, Video Quizzes, DBQ essays, projects, long essays, Time period tests occur at the end of each time period, they will be modeled after the AP exam and will include: multiple choice questions as well as either a set of short answer questions, a DBQ essay, or a long essay.

Daily Assignments:

Teacher Questions, Historical Thinking Skills group assignments, Documents, Opposing Viewpoints, thesis development, etc.

Homework Assignments:

Reading/video quizzes, note checks and any other material assigned as homework.

Technology in the Classroom

1. **Bring your Chromebook, or other piece of technology (NO PHONES)**- You will need to bring your technology to class every day. We use an online LMS (learning management system) called Canvas to manage our class. We also have an online textbook system.
2. **Google Drive**- Google drive is online storage to keep all of your work. If you do not already have a google account, please create a free one for use in this class.

HISTORICAL THINKING SKILLS, THEMES, AP EXAM

Section I: Historical Thinking Skills

Every AP exam question will require a student to apply one of the historical thinking skills to one of the thematic learning objectives. The AP US History course seeks to apprentice students to the practice of history by explicitly stressing the development of historical thinking skills while learning about the past. There are FOUR types of historical thinking skills:

I. Chronological Reasoning

1. Historical Causation:

- i. Compare causes and/or effects, including between short and long term effects
- ii. Analyze and evaluate the interaction of multiple causes and/or effects
- iii. Assess historical contingency by distinguishing among coincidence, causation, and correlation, as well as critiquing existing

interpretations of cause and effect.

2. Patterns of Continuity and Change over Time

i. Analyze and evaluate historical patterns of continuity and change over time. ii. Connect patterns of continuity and change over time to larger historical processes or themes.

3. Periodization

i. Explain ways that historical events and processes can be organized within blocks of time. ii. Analyze and evaluate competing models of periodization of U.S.

history.

II. Comparison and Contextualization

4. Comparison

i. Compare related historical developments and processes across place, time, and/or different societies or within one society. ii. Explain and evaluate multiple and differing perspectives on a given historical phenomenon.

5. Contextualization

i. Explain and evaluate ways in which specific historical phenomena, events or processes connect to broader regional, national, or global processes occurring at the same time. ii. Explain and evaluate ways in which a phenomenon, event, or process connects to other, similar historical phenomena across time and place.

III. Crafting Historical Arguments from Historical Evidence

6. Historical Argumentation

i. Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence. ii. Construct convincing interpretations through analysis of disparate, relevant historical evidence. iii. Evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments.

7. Appropriate Use of Relevant Historical Evidence

i. Analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context germane to the evidence considered. ii. Based on analysis and evaluation of historical evidence, supportable inferences and draw appropriate conclusions.

IV. Historical Interpretation and Synthesis

8. Interpretation

- i. Analyze diverse historical interpretations. ii. Evaluate how historians' perspectives influence their interpretations and how models of historical interpretation change over time.

9. Synthesis

- i. Combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past. ii. Apply insights about the past to other historical contexts or circumstances, including the present.

Section II. Thematic Learning Objectives

The framework presents a set of learning objectives, organized by seven major themes that describe what students should know and be able to do by the end of the AP US History course. These represent the major historical understandings that colleges and universities want AP students to have developed in order to merit placement out of the introductory college U.S. History survey course. Students should use a range of historical thinking skills to investigate the thematic learning objectives.

The AP exam will measure student proficiency in the historical thinking skills as well as the thematic learning objectives. Every AP exam question will be rooted in these specified learning objectives.

These content learning objectives for the AP U.S. History course and exam are organized under **seven themes**, which are topics of historical inquiry to explore throughout the AP U.S. History course.

1. Identity

- a. How and why have debates over American national identity changed over time? b. How have gender, class, ethnic, religious, regional, and other group identities changed in different eras?

2. Work, exchange, and technology

- a. How have changes in markets, transportation, and technology affected American society from colonial times to the present day? b. Why have different labor systems developed in British North America and the United States, and how have they affected U.S. society? c. How have debates over economic values and the role of government in the U.S.

economy affected politics, society, the economy, and the environment?

3. Peopling

a. Why have people migrated to, from, and within North America? b. How have changes in migration and population patterns affected American life?

4. Politics and power

a. How and why have different political and social groups competed for influence over society and government in what would become the United States? b. How have Americans agreed on or argued over the values that guide the political system as well as who is part of the political process?

5. America in the world

a. How have events in North America and the United States related to contemporary developments in the rest of the world? b. How have different factors influenced U.S. military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas?

6. Environment and geography-physical and human

a. How did interactions with the natural environment shape the institutions and values of various groups living on the North American continent? b. How did economic and demographic changes affect the environment and lead to debates over use and control of the environment and natural resources?

7. Ideas, beliefs, and culture

a. How and why have moral, philosophical, and cultural values changed in what would become the United States? b. How and why have changes in moral, philosophical, and cultural values affected the U.S. history?

These themes focus student understanding of major historical issues and developments, helping students to recognize broad trends and processes that have emerged over centuries in what has become the United States.

Section III. The Concept Outline

The required course content for each historical period of U.S. History is presented in a concept outline. **Required Content:** The course is organized into **nine historical periods** that run from the precolonial era to the present, and the key concepts, supporting concepts, and historical developments that are required knowledge for each period are presented in an outline. No AP questions will require students to know historical content that falls outside this concept outline.

While taking the AP Exam, students will need to be able to cite historical content as evidence for the arguments they are making, but the exam questions will never focus on any illustrative example from this framework. Written exam questions will instead provide students with the flexibility to write about whichever illustrative example the teacher has chosen to focus on—whether that is one of the illustrative examples listed in the framework or one of the teacher’s own selection. Similarly, there will never be a multiple choice question about the illustrative examples. Instead, MC questions will be written about the learning objectives and the required historical concepts. Similarly, students will never be asked to write an AP exam essay about one specific illustrative example; instead, the essay questions will be written about the learning objectives for the course, so that students then have the flexibility to draw upon whichever examples of that learning objective the teacher chose to focus on. This approach helps students with flexibility to study specific historical events or individuals in greater depth.

There are nine chronological historical periods:

Units	Exam Weighting
Unit 1: Period 1: 1491–1607	4–6%
Unit 2: Period 2: 1607–1754	6–8%
Unit 3: Period 3: 1754–1800	10–17%
Unit 4: Period 4: 1800–1848	10–17%
Unit 5: Period 5: 1844–1877	10–17%
Unit 6: Period 6: 1865–1898	10–17%
Unit 7: Period 7: 1890–1945	10–17%
Unit 8: Period 8: 1945–1980	10–17%
Unit 9: Period 9: 1980–Present	4–6%

Teachers will use the key concepts within the various periods to build students' understanding of the learning objectives that will be assessed on the AP Exam (Thematic Learning Objectives).

Section IV: The AP U.S. History Exam.

The AP U.S. History Exam assesses student understanding of the historical thinking skills and learning objectives outlined in the course framework. The exam is 3 hours and 15 minutes long and students are required to answer 55 multiple-choice questions, 3 short-answer questions, 1 document based question, and 1 long essay question. The details of the exam, including exam weighting and timing, can be found below:

Section	Question Type	Number of Questions	Exam Weighting	Timing
I	Part A: Multiple-choice questions	55	40%	55 minutes
	Part B: Short-answer questions	3	20%	40 minutes
	Question 1: Secondary source(s)			
	Question 2: Primary source			
	Students select one:			
	Question 3: No stimulus			
	Question 4: No stimulus			
II	Free-response questions	2		
	Question 1: Document-based		25%	60 minutes (includes a 15-minute reading period)
	Students select one:		15%	40 minutes
	Question 2: Long essay			
	Question 3: Long essay			
	Question 4: Long essay			

Time Management

Students need to learn how to budget their time so that they can complete all parts of the exam. Time management is especially critical with regard to Section II, which consists of two essay questions. Time left is announced, but students are not forced to move to the next question. Students often benefit from taking a practice exam under timed conditions prior to the actual administration.

Section I

PART A: MULTIPLE-CHOICE

The first part of Section I of the AP U.S. History Exam includes 55 multiple-choice questions typically appearing in sets of three to four questions, each with one or more stimuli, including primary texts, secondary texts, images (artwork, photos, posters, cartoons, etc.), charts or other quantitative data, and maps. Additionally, there will be

at least one set of paired text-based stimuli (in either the multiple-choice questions or one of the short-answer questions). Multiple-choice questions require analysis of the provided stimulus sources and of the historical developments and processes described in the sources.

PART B: SHORT-ANSWER

The second part of Section I of the AP Exam also includes three required short-answer questions. Short-answer question 1 is required and includes a secondary source stimulus. The topic of the question includes historical developments or processes between the years 1754 and 1980.

Short-answer question 2 is required and includes a primary source stimulus. The topic of the question includes historical developments or processes between the years 1754 and 1980.

Students may select short-answer question 3 or 4, neither of which includes a stimulus. Short-answer question 3 focuses on historical developments or processes between the years 1491 and 1877. Short-answer question 4 focuses on historical developments or processes between the years 1865 and 2001.

Section II

DOCUMENT-BASED QUESTION

The document-based question presents students with seven documents offering various perspectives on a historical development or process. The question requires students to do the following:

§ Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.

§ Describe a broader historical context relevant to the prompt.

§ Use the provided documents to support an argument in response to the prompt.

§ Use historical evidence beyond the documents relevant to an argument about the prompt.

§ For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.

§ Demonstrate a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

The topic of the document-based question will include historical developments or processes between the years 1754 and 1980.

LONG ESSAY QUESTION

The long essay question requires students to do the following:

§ Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.

§ Describe a broader historical context relevant to the prompt.

§ Support an argument in response to the prompt using specific and relevant examples of evidence.

§ Demonstrate a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

Students must select one of three long essay questions. Each question focuses on the same reasoning process, but historical developments and processes in different time periods. The first option focuses on historical developments or processes between 1491 and 1800, the second on historical developments or processes between 1800 and 1898, and the third on historical developments or processes between 1890 and 2001.

Remote Instruction:

All face-to-face and remote instruction will be the same. All US History students will receive the same assignments (there may be different versions of the same assignment), procedures, expectations, and lessons. This includes due dates. I highly ENCOURAGE US History students to login to our class Google Meets for lessons and the opportunity to have their questions answered. I understand reservations that parents have concerning the health of their students, however nothing can replace face-to-face instruction. Utilize every opportunity given to you to succeed in a challenging course. Azle ISD Covid-19 Re-entry Plan

List of References

Henretta, J.A., Hinderaker, E., Edwards, R., Self, R.O. *America's History 8ed.* Boston: Bedford/St. Martin's. -Class Textbook

Supplemental Readings (both primary and secondary) will also be assigned from the following works:

- *Opposing Viewpoints in American History.* (2 vols.) San Diego, California: Greenhaven Press, 1996.
- Wilson, W.S., Herman, H. H., *Critical Thinking using Primary Sources in U.S. History.* Portland: J. Weston Walch, 2000.
- Vaillancourt, B., *U.S. History A Document-Based Skill Book.* Saddle Brook: The Peoples Publishing Group, Inc., 2006.
- Hierl, W., Moffitt, L.B., Schick, N., *Strive For A 5: Preparing for the AP United States History Exam America's History 8ed.* Boston: Bedford/St. Martin's, 2014. *** I recommend purchasing this to use as a study guide for the AP Exam. Maximum price is \$35.75
- Norris, Adam. "Apushreiveiw.com."
Apushreiveiw.com.
- "EDSITEment | The Best of the Humanities on the Web." *EDSITEment | The Best of the Humanities on the Web.*
- We will use Crash Course U.S. History YouTube channel
- Other primary and secondary source readers and books will be used throughout the year.

***It is important to always complete your notes using the online lectures and your book, you will always underline/highlight all key terms in your notes. There will be weekly note checks, you may also use your notes on any test or quiz we take.**