Course Description
Welcome to the yearlong journey that is A.P. U.S. History. This class is a college-level (not college-prep) course taught in high school for sophomores, juniors, and seniors. This is an everyday, two-semester class of American History that will take us from the pre-Columbian era to the present day. This class provides a comprehensive and critical look at the development of America, chronologically reviewing and analyzing significant political, social, diplomatic, economic, and cultural events that define our nation’s story. In many ways it is harder than the average college history course since the textbook and all materials must be completed by late April, and because it culminates with a rigorous, comprehensive, nationally administered exam. Bright, motivated, disciplined students who enjoy history and are willing to put in the time can expect to succeed in this course and on the exam. All students enrolled in the course are expected to take the AP US History Exam on May 11, 2018.

With the redesign of AP US History by the College Board, this course will pay special attention to the Historical Thinking skills, Thematic Learning Objectives, and the nine periods of the Concept Outline. Students will be asked to read their textbook and a wide variety of primary and secondary historical sources, complete homework assignments, and participate in numerous class discussions and activities to master these materials. Special attention will be given to historical essay writing. Synthesizing historical information into a coherent, thesis based argument will take great practice but can lead to learning to analyze documents and information and then use historical examples to write with conviction and skill.

Course Objectives:
- Students will be prepared for the Advanced Placement US History Exam in the middle of May.
- Students will practice and master four major Historical Thinking Skills:
  - Analyzing Historical Sources and Evidence
  - Making Historical Connections
  - Chronological Reasoning
  - Creating and Supporting a Historical Argument
- Students will practice working with and will master nine Thematic Learning Objectives:
  - American and National Identity
  - Work, Exchange, and Technology
  - Migration and Settlement
  - Politics and Power
  - American in the World
  - Geography and the Environment
  - Culture and Society
• Students will master the historical content provided in The Concept Outline.
• Students will be trained to analyze and interpret a wide variety of primary and secondary sources.
• Students will learn how to approach history critically and be able to analyze and evaluate numerous, competing sources of historical information and scholarship.
• Students will be able to show analysis and interpretation and write essay responses that are concise, accurate, organized, and complete in the area of Document based, short answer, and Long Essay Questions.
• Students will be able to improve writing, research, reading, and higher order/critical thinking skills using a variety of strategies.

Student Expectations:
This is a very difficult course. Simply put, it will probably be the most time consuming and challenging class you take in high school. Students accustomed to getting A’s for simply showing up and doing all their homework may be in for a rude awakening. While good attendance and completing homework are essential to success, they are not enough. Content must be mastered and learning demonstrated on exams and essays. This will require a level of hard work and study that is foreign to many students. Students are responsible for their own learning and success in the class and on the APUSH Exam.

Most students will experience struggles that are foreign to them, especially in the first few months of the course as they attempt to adapt to college-level work and pace. Those that stick it out however and dedicate themselves to hard, quality work often learn a great deal about US History and hone the skills necessary to be successful at the college level. Students motivated for the correct reasons tend to be the most successful and dedicated.
- The bulk of the reading is done outside of class.  
- Tests/Essays will be given every 2-3 weeks
- Additional reading assignments will be given.  
- Writing will be a huge emphasis in the class
- Students are expected to take the APUSH Exam.  
- Projects will be completed throughout the course.

Textbook:
Henretta, James., Hinderaker, Eric., Edwards, Rebecca., Self, Robert., Americas’ History: For the AP Course. 8th ed. New York: Bedford / St. Martins, 2014. (Students will be expected to keep the Hardback copy at home and have the Ipad version loaded and school each day)

Supplemental Readers and Primary/Secondary Reading Sources Consulted:

Recommended Materials:

Course Units:
Summer Homework:
Geography Test, Understanding Thematic Learning Objectives and Historical Thinking Skills, Application of those themes with “The Strange Death of Silas Dean”, Thesis Positions.

Unit 1: Transformations of North America: 1491-1607
• Textbook Reading: Chapter 1 and 2;

Unit 2: Colonial History and the Road to Revolution, 1660-1776
• Textbook Reading: Chapters 3-5
Unit 3: Revolution and the Struggles of a New Government; 1776-1820
- Textbook Reading: Chapters 6-7

Unit 4: Early American Culture and Economics 1790-1860
- Textbook Reading: Chapters 8-9

Unit 5: Jacksonian America and the Age of Reform 1800-1860
- Textbook Reading: Chapters 10-11

Unit 6: Slavery, Manifest Destiny, Sectionalism, and War 1800-1860
- Textbook Reading: Chapters 12-14

Unit 7: Reconstruction and Westward Expansion, 1877-1920
- Textbook Reading: Chapters 15-16

Unit 8: The Gilded Age and Progressivism 1869-1900
- Textbook Reading: Chapters 17-20

Unit 9: World Power and Boom to Bust
- Textbook Reading: Chapters 21-23

Unit 10: WWII, The Cold War, and Life in the 50’s
- Textbook Reading: Chapters 24-26

Unit 11: Civil Rights, Liberal and Conservative Clashes, Globalization
- Textbook Reading: Chapters 27-31

The A.P. U.S. History Exam
The Advanced Placement (A.P.) program is an opportunity for students to earn college credit while still in high school. To do so a student must take and pass the A.P. U.S. History exam. This exam, administered on May 11, 2018 is 3 hours and 15 minutes in length. Section 1 of the exam and 40% of their score is a 55-minute, 55 question multiple-choice test. Another 20% of a student’s score and the second half of Section 1 are 4 short answer questions to be answered in 50 minutes. Section 2 of the exam centers around a Document Based Question (DBQ) to be answered in 55 minutes that is 25% of their score and a Long Essay Question to be written in 35 minutes that is 15% of the final score. The DBQ asks students to answer a question from Period 2-8 of the Concept Outline using 7 documents and a major historical thinking skill. The Long Essay will give students two questions to choose from and will also emphasize a historical thinking skill.

The A.P. U.S. History exam is graded on a five point scale. Generally, most public universities award credit to students who earn a 3 or higher while many private colleges require a score of 4 or higher. However, since each school is free to set its own policy, students are advised to check the policies of institutions they are interested in attending. To find a list of each institution’s specific policies please go to: http://collegesearch.collegeboard.com/apcreditpolicy.index.jsp
All students enrolled in this class second semester are expected to take the A.P. U.S. History exam. The approximate cost of each A.P. exam is $93. Fee assistance and reduction is available however from the State of Oregon. Mt. View HS will have more information on this process as we get closer to the spring. Please check with our AP Coordinator for more information or any questions.

**Student Expectations**

Punctuality and near perfect attendance are required and necessary to succeed in this class. Therefore, the school’s attendance policy will be strictly enforced. Specifically, students are allowed only the number of days they were absent (trancies not included) to make-up any work missed. Unexcused absences will result in zero points.

All students are expected to behave in a manner appropriate to a college setting. Those who do not can expect fair, consistent, and natural disciplinary consequences for their inappropriate actions or attitudes. It is simply expected that students understand the difference between right and wrong and infractions will be dealt with.

Students will need to come to class everyday with all the materials they need to succeed:

- 2 Notebooks= 1 for current work and 1 to be kept organized at home with all completed work
- 3-hole college ruled paper (A lot!)
- Student Ipad that has copy of textbook

**Cheating**

Academic honesty is at the forefront of this class and cheating will simply not be tolerated. Cheating occurs whenever a student attempts to take credit for someone else’s effort. Cheating can take place in or out of the classroom on anything that has a point value attached to it. Any student found cheating will be given a negative F (which will not be dropped in the case of an exam) on whatever was cheated on. Serious consequences such as parent notification, suspension from the class, and forced dropping of the course may occur.

**Grading**

Because A.P. U.S. History is a college-level class grade inflation will not be present. Therefore, grades will reflect the measurable achievement of each student. Few students will earn an A. Most students earn B’s or C’s. Some may even earn D’s, or F’s.

There are several major categories for grades given in this class. Grades are calculated by the relative weight given to each category, not simply by adding up one’s points for the class and dividing by the number possible. The scale and semester categories are as follows:

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<tr>
<th>Grading Scale</th>
<th>Grading Categories</th>
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<tr>
<td>90%–100%</td>
<td>A</td>
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<tr>
<td>80%–89%</td>
<td>B</td>
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<tr>
<td>70%–79%</td>
<td>C</td>
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<tr>
<td>60%–69%</td>
<td>D</td>
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<tr>
<td>0%–59%</td>
<td>F</td>
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Tests—Tests will be given every 2-4 chapters, usually every other week. Tests will usually consist of multiple choice questions including a stimulus of some sort as well as simple MC questions with 4 answers. Each test will cover all readings, lectures, discussions, etc. since the last test. Students who know they will be absent on the day of a test must inform the instructor several days prior to arrange an alternate time. Excused absences and field trips are not acceptable reasons to miss a test without informing the teacher several days prior. Tests will be worth up to 100 points.
Essays—The largest part of the Advanced Placement exam is the essay portion. Therefore, considerable time will be spent learning and practicing how to write effectively. Specific essay guidelines and expectations will be handed out at a later date. Those essay guidelines must be carefully followed. (Students also enrolled in A.P. English must take care to follow the A.P. History guidelines and not the A.P. English guidelines when writing A.P. U.S. History exams.) Students will usually be required to write Short essay, Long Essay, and DBQ style essays every other week, starting in October. It is anticipated that all essays will be in-class “timed writes.” These essays will be similar to the type given on the A.P. U.S. History exam and will be graded on their respective rubrics. Students who need to make-up an essay due to an absence can expect a different, perhaps more difficult prompt. The following chart shows how the rubric’s point values will be converted into a score.

**Short Answers:** 3 Point Rubric worth 10 points total for each question

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<th>Points</th>
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<td>3</td>
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<td>2</td>
<td>7</td>
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<td>5</td>
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**Long Essay:** 6 Point Rubric worth 40 points total

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<tr>
<td>6</td>
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<td>15</td>
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**DBQ Essay:** 7 point rubric worth 50 points total

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Chapter Homework—Students will be given different types of activities to help them master the material in the assigned chapters. These exercises are designed to build students’ reading and comprehension skills. Students should incorporate the most helpful of these strategies into their regular study routines. No late work will be accepted, except as allowed under the school’s attendance policy.

Assignments—Students will receive various other assignments, such as secondary readings, maps, primary source materials, etc. All in-class assignments are due at the end of the class period and all take home assignments are due at the beginning of the next class unless otherwise stated.

Group Projects—It is anticipated that projects will be assigned during the school year. These will include ways for students to “Do” the material and include activities such as debates, class discussions, research papers, DBQ project, and review work.

Final Exam—All students will take a cumulative, multiple-choice final exam at the end of the first semester. A Test on the Presidents and their party and Constitutional Amendments will also be given. Any student not taking the AP Test in May will take a 2nd semester final as well.

DBQ Project—Students will work in groups to create a document-based question and essay in the final month of the year. This project will require significant research and teamwork outside of class. Groups will chose potential DBQ topics from an approved list.

Extra Credit—The instructor may occasionally offer extra credit activities if, and when, he deems appropriate. Any extra credit will be available to all students. There is no promise of extra credit.

Disclaimer—The instructor reserves the sole and complete right to modify this syllabus at any time and in anyway he sees fit. Full notice will be given if this occurs.
A.P. U.S. History Executive Summary

- A.P. U.S. History is as hard or harder than a college survey history class.

- The official drop policy is that after two weeks of each semester, any drop is a “Drop F”.

- It is difficult to earn an “A” in an A.P. course.

- Only students who are motivated, persistent, and take the initiative for their learning do well in A.P. classes. Consistency is also very important. **Hard work is mandatory!**

- Students will learn much more in an A.P. class than any regular class. Content and Skills.

- Students who take A.P. classes usually do much better in college.

- All students in A.P. U.S. History *are strongly encouraged* to take the A.P. Exam.

- The A.P. U.S. History Exam will be given on May 11th, 2018 and will cost $93.

- Students will have to complete several large projects outside of class.

- Any students caught cheating will receive a negative 100% for the first offense.

- Students will become much better students with a great appreciation for the United States by the end of the course!

This summary is meant to highlight some of the key points from the syllabus about the course. Please read the entire syllabus for more details about A.P. U.S. History.

I have read, understood, and will abide by all of the provisions of the entire A.P. U.S. History syllabus.

__________________________  __________________________  __________________________
(student name)                (student signature)            (parent signature)

**Student EMAIL:**__________________________________________________________

**Parent EMAIL:**__________________________________________________________

*BY SIGNING THIS FORM YOU ARE AGREEING TO MAKE A SERIOUS COMMITMENT TO THIS CLASS FOR THE 2017-2018 ACADEMIC YEAR INCLUDING SUMMER HOMEWORK.*