

AP US HISTORY

Don Lugo High School, 2019-2020

Go to www.collegeboard.org for additional info on the AP Program

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Remind 101: Text @b348hb to 81010

Updated Syllabus (Reflecting Distance Learning)

- Students will submit work, both classwork and assessments, through Google Classroom (GC) and Turnitin.com.
- Grades will continue to be posted in Aeries as work is assessed. Please look for comments or suggestions.
- The online textbook is available for AP.
- Join my office hours to ask questions and get help on our work. Some office hours may use virtual conferencing to allow for face-to-face conversations. Please make sure you are RESPECTFUL, RESPONSIBLE, and INVOLVED
- Check Google Classroom daily for new materials, due dates, etc. Please turn on notifications for google classroom for any updates.

OFFICE HOURS (Tuesdays 1-3PM) via Google Class, Remind, or Email

Course Description

This rigorous survey of American history is designed in accordance to the current AP US History Curriculum Framework. APUSH is for high school Juniors who will:

- Analyze and interpret primary and secondary source documents.
- Understand an analytical prompt or question, creating competent and well organized response.
- Use historical data, audio files, visual images, film, charts and maps to support an argument on a historical prompt, issue or question.
- Appreciate and understand America's political, economic, cultural, diplomatic, environmental, technological and social history.
- Develop and improve writing, research, and reading skills using a variety of strategies.
- Improve critical and higher-ordered historical thinking skills with special emphasis on analysis and synthesis.
- Prepare for and earn a 3 or higher on the AP US History exam in May.

Expectations

- Students are required to do the bulk of reading outside of class.
- Tests, both subjective and objective, are usually given every two or three weeks.
- Additional reading assignments beyond those in the textbook will be assigned periodically. Weekly primary and secondary source readings are assigned for discussion. Several times a month, select works from American literature and essays will also be discussed.
- Writing is emphasized in APUSH, because more than half of the AP exam requires analytic and scholarly writing. Students will frequently write both formative and summative writing assignments.
- A project will be completed after the AP national exam in May.

Primary Textbook

Henrreta, James. America's History 9th ed. Boston: Bedford/St. Martin, 2018

Strive for a Five

Additional Textbooks and Secondary Sources (selected handouts)

Couvares, Fransis. *Interpretations of American History. Volume 1 through Reconstruction*. 8thed. Boston: Bedford/St. Martin, 2014.

Couvares, Fransis. *Interpretations of American History. Volume 2 From Reconstruction*. 8thed. Boston: Bedford/St. Martin, 2014.

Primary Document Readers (provided in handouts):

Fernlund, Kevin. *Documents for America's History. Volume 1 To 1865*.

Fernlund, Kevin. *Documents for America's History. Volume 2 Since 1865*

Kennedy, David M., and Thomas Bailey. *The American Spirit, Volume 1: To 1877*, 10thed.

Kennedy, David M., and Thomas Bailey. *The American Spirit, Volume 2: Since 1865*, 10thed.

Selected Readings Excerpts (Samples):	<i>Grapes of Wrath</i> , John Steinbeck
<i>American Scholar</i> , Ralph Waldo Emerson	<i>Letters from a Birmingham Jail</i> , Martin L. King Jr.
<i>Civil Disobedience</i> , Henry David Thoreau	<i>The Jungle</i> , Upton Sinclair
<i>Common Sense</i> , Thomas Paine	<i>The Things They Carried</i> , Tim O'Brien
<i>Democracy in America</i> : Alexis de Tocqueville	<i>Uncle Tom's Cabin</i> , Harriet Beecher Stowe

Reading Grids

Are required for all primary and secondary readings assigned in class. Reading Grids require textual evidence from the source or description of the visual, establishing context, and making inductive and deductive connections to broadened student analysis of each source.

Six Degrees of Separation Activities

Uses content and chronological scaffolding that require students to connect several pieces of evidence to ultimately construct a written argument. The graphic and student writing serves as both an instructional tool and review guide for the national exam.

Assessments

Achievement is assessed in the following ways: 1) Multiple Choice Tests; 2) Essay Tests= Document Based Questions, Free Response Questions (FRQ), and Short Answer, 3) Performance (homework, reading checks/grids, class work, and active participation), 4) Quizzes

- Test Corrections: We will do test corrections the DAY FOLLOWING the test. If you are absent there are no "make-up" days.

Distribution of Grade

Assessments=75% (40% Multiple Choice, 35% Written Assessments)

Homework/Classwork/Presentations= 20%

Quizzes= 5%

Materials

Students are expected to have a spiral notebook, post-its, highlighters, and a three-ring binder or folder to organize important assignments.

Class Rules Courteous behavior is expected from polished historical scholars. Students must be in class and seated by the time the bell rings. There is a penalty for presenting work created by someone else. This is **plagiarism** and will result in a failing grade of zero on the forged assignment. All work handed in to be graded must be the work of the student.

Tardy & Absences

A responsible student is aware of the value of being present daily in the classroom. If absent, it is **your** responsibility to contact another AP student, or myself, to go over what was missed. DO NOT wait 3 days after you return to ask for missing work. Be proactive!

The Exam (3 hours and 15 minutes)*

Section	Question Type	Amount	Minutes	% of Score
I	Part A: Stimulus Multiple Choice	55 questions	55 minutes	40%
	Part B: Short Answer	3 questions	40 minutes	20%
II	Part A: Document Based Question	1 question	60 minutes	25%
	Part B: Long Essay Question	1 question (3 options)	40 minutes	15%

*See the following page for the specific exam format

Exam Format (<https://apcentral.collegeboard.org/courses/ap-united-states-history/exam>)

Section I: Part A

Multiple Choice—55 Questions | 55 Minutes | 40% of Exam Score

- Questions appear in sets of 2 to 5.
- Students analyze historical texts, interpretations, and evidence.
- Primary and secondary sources, images, graphs, and maps are included.

Section I: Part B

Short Answer—3 Questions | 40 Minutes | 20% of Exam Score

- Analyze historians' interpretations, historical sources, and propositions about history.
- Questions provide opportunities for students to demonstrate what they know best.
- Some questions include texts, images, graphs, or maps.
- **Update for 2017-18:** The number of required short-answer questions has been reduced to three, and the time allotted has been decreased to 40 minutes. Students will be choose between two options for the final required short-answer question, each one focusing on a different time period.
 - Question 1 (required): periods 3-8
 - Question 2 (required): periods 3-8
 - Students choose between Question 3, periods 1-5, and Question 4, periods 6-9

Section II: Part A

Document Based—1 Question | 60 Minutes (includes 15-minute reading period) | 25% of Exam Score

- Assess written, quantitative, or visual materials as historical evidence.
- Develop an argument supported by an analysis of historical evidence.
- **Update for 2017-18:** Five minutes have been added to the time allotted for the document-based question, which will now focus on topics from periods 3 to 8.

Section II: Part B

Long Essay—1 Question | 40 Minutes | 15% of Exam Score

- Explain and analyze significant issues in U.S. history.
- Develop an argument supported by an analysis of historical evidence.
- **Updates for 2017-18:** Five minutes have been added to the time allotted for the long essay. The question choices will continue to focus on the same theme and skill but will now allow students to select among three options, each focusing on a different range of time periods:
 - Option 1: periods 1-3
 - Option 2: periods 4-6
 - Option 3: periods 7-9