

## 11<sup>th</sup> grade Class Requirements & Information AP United States History (APUSH)

### COURSE OBJECTIVE:

In this course, students will learn U.S. History in depth using college level skills with the goal of helping students prepare for the Advanced Placement Exam and college.

Students will use 9 Historical Thinking Skills to understand 7 Thematic Learning Objectives as they apply them to the 9 periods of United States History.

The 9 Historical Thinking Skills are – Causation, Continuity & Change over Time, Periodization, Comparison, Argumentation, Contextualization, Use of Historical Evidence, Interpretation, and Synthesis.

The 7 Themes are – American and National Identity (NAT-ID), Work, Exchange, and Technology (WXT), Politics & Power (PP), Culture & Society (CUL), Migration & Settlement (MS), Geography & Environment (ENV), and America in the World (AM)

The nine periods of study are:

- Period 1: 1491 – 1607 – Chapter 1
- Period 2: 1607 – 1754 – Chapters 2 & 3
- Period 3: 1754 – 1800 – Chapters 4-7
- Period 4: 1800 – 1848 – Chapter 8-10
- Period 5: 1844 – 1877 – Chapter 11-16
- Period 6: 1865 – 1898 – Chapter 17-19 & 25
- Period 7: 1890 - 1945 – Chapter 20 – 27
- Period 8: 1945 - 1980 – Chapter 28 – 31
- Period 9: 1980-present – Chapter 31 & 32

### COURSE MATERIAL/TEXT: REQUIRED

Newman, John & Schmalbach, John. *United States History: Preparing for the Advanced Placement Examination*. Perfection Learning, 2020. (AMSCO Book)

### REQUIRED MATERIALS:

Two-inch binder with looseleaf paper and 12 dividers  
Computer with internet access  
Working printer or access to a printer  
Highlighters  
Blue or black ink pens and/or pencil  
Access to a scanner – download the app CamScanner or use the Scanner on your phone (iPhone) in Notes

### GOOGLE CLASSROOM:

Google Classroom to turn in assignments, complete assessments, and other classwork assignments.

### CLASS RULES AND EXPECTATIONS:

1. **Come to class prepared** -- This means having all assignments completed prior to the beginning of class and being logged in and ready to begin at the posted time.
2. **Respect the rights of others** -- Only one person talks while everyone else listens. Treat others with dignity and respect. Students should feel safe to exchange ideas. No question is a "stupid" question! Professional courtesy should always prevail. No profanity or name calling of any kind will be tolerated.
3. **Respect school property as well as the property of others** -- This includes returning any borrowed materials to the owner in a timely fashion (e.g. lecture notes, handouts).

Violation of any rule will result in the following consequences:

First offense – Warning (this includes calling the student's name during class)

Second and third offenses – Parent contact

Fourth and fifth offenses – Referral and parent contact  
Sixth offense – Referral and student/teacher/parent/administrator conference

### **GRADING AND EVALUATION:**

Throughout the course there will be several opportunities for students to demonstrate their abilities and comprehension of the subject matter. Assessment activities will include chapter or unit exams, in-class activities, participation and other activities and assignments, as necessary. All grades will be pasted on a point value total and a straight percentage scale. A comprehensive exam will be given at the end of each semester for 20% of the semester grade. A's are not handed out, they are earned. You will need to work hard to achieve an A in the course.

Tests: 40%  
Quizzes and assignments: 40%  
EOC/Final: 20%

Students who have turned in ALL assignments and who qualify on the AP exam with a level 3 will earn at least a B in the course. Students who have turned in ALL assignments and who qualify on the AP exam with a level 4 or level 5 will earn an A in the course. (I will make grade changes, if needed, after AP scores come out in July)

### **LATE WORK:**

Submission of assignments past due dates is not acceptable. Students are expected to complete assignments in timely manner. All work is due on the date specified (except for excused absences). Extenuating circumstances will be evaluated at my discretion. If an assignment is accepted, the teacher has the right to deduct points. This does not affect excused absences which is governed by district policy.

**\*\*\* A major assignment, such as an essay or other project which is given to you with 5 or more days of advance notice is due on the date assigned. If you are absent, someone must hand it in on that day (in Google classroom or email). An excused absence will not apply in an assignment like this \*\*\***

### **ATTENDANCE:**

Quality of participation in class discussions and other activities will be noted. Students are responsible for any material covered in class, as well as any announcements, handouts, or other information, whether or not they are present. The dates and topics listed on the chapter/unit outlines are subject to change, and any such changes will be announced in class.

### **READING THE TEXTBOOK:**

Reading the chapters and supplemental readings is essential for passing the AP exam. It is most effective if you complete the readings prior to coming to class. Tests will cover material you read that may not have been discussed in class.

**AP CLASSROOM FROM THE COLLEGE BOARD:** Students will complete a short digital activation process at the start of the year which will provide access to new classroom resources such as a question bank, unit guides, personal progress checks, and performance dashboard. Students will utilize this site throughout the year for review and homework.

### **ACADEMIC HONESTY:**

Work should be a reflection of individual student ideas. Students should not look at another student's work or share their work with others. Receiving or providing answers for an assignment, essay, quiz, or test is cheating and academic dishonesty—regardless of its form. Any such action will result in a referral to the office for further review and possible additional disciplinary action.

#### **Cheating includes:**

- Copying, texting, emailing, or in any way duplicating assignments that are turned in, wholly or in part, as original work.
- Exchanging assignments with other students, either handwritten or computer generated, whether you believe they will be copied or not.
- Using any form of memory aid during tests or quizzes without the express permission of the instructor.
- Giving or receiving answers during tests or quizzes.
- Taking credit for group work when you have not contributed and equal or appropriate share toward the final result.

### **COMMUNICATION:**

- The best way to get in contact with me is through email: [brian.sanders@henry.k12.ga.us](mailto:brian.sanders@henry.k12.ga.us)
- The school website is updated weeks in advance.

- REMIND app – Class code will be provided – Students are required to sign up on this app and it is highly recommended for parents, as well.

## The AP Test

### Period % Tested on the AP Exam

Below is an outline of the periodization used in the course and approximately how much of the AP exam/course content is devoted to each period.

Period	Period Title	Date Range	Weight
1	The New World	1491-1607	4-6%
2	Early Colonial America	1607-1754	6-8%
3	Colonial Rebellion and Republican Experiment	1754-1800	10-17%
4	Jeffersonian and Jacksonian America	1800-1848	10-17%
5	Sectionalism, Civil War and Reconstruction	1844-1877	10-17%
6	Industrial Revolution and Gilded Age	1865-1898	10-17%
7	Progressive Era, Boom and Bust and World War	1890-1945	10-17%
8	Cold War	1945-1980	10-17%
9	Modern America	1980-Present	4-6%

### AP U.S. History Exam: 3 Hours and 15 Minutes

FRIDAY, MAY 6, 2022 –

Format of Assessment	
<p><b>Section I (1 hour and 35 minutes)</b> While you will be stopped after the 55 minutes for the SMBC, there is not a break between the SMBCs and SAQs.</p>	<p><b>Section II (1 hour and 40 minutes)</b> There is no break during this section. Students are responsible for managing their time and ensuring they answer both the DBQ and LEQ in the hour and forty-minute time period.</p>
<p><b>Part A: Stimulus Bases Multiple Choice (SMBC) I 55 Questions I 55 Minutes I 40% of Exam Score</b></p> <ul style="list-style-type: none"> <li>• Questions appear in sets of 2-5</li> <li>• Students analyze historical texts, interpretations, and evidence.</li> <li>• Primary and secondary sources, images, graphs, and maps are included.</li> </ul>	<p><b>Part A: Document Based Question (DBQ) I 1 Question I 60 Minutes (Includes 15 Minute Reading Period) I 25% of Exam Score</b></p> <ul style="list-style-type: none"> <li>• 1 Question that will come from the years 1754-1980.</li> <li>• Analyze and synthesize historical data</li> <li>• Assess written, quantitative, or visual materials as historical evidence.</li> </ul>
<p><b>Part B: Short Answer Questions (SAQ) I 3 Questions I 40 Minutes I 20% of Exam Score</b></p> <ul style="list-style-type: none"> <li>• Questions provide opportunities for students to demonstrate what they know best.</li> <li>• Some questions include texts, images, graphs or maps.</li> <li>• Questions: <ul style="list-style-type: none"> <li>- Question 1 (Required) Secondary source (1754-1980)</li> <li>- Question 2 (Required) Primary source (1754-1980)</li> <li>- (Required) Question 3 OR Question 4. Choose between: <ul style="list-style-type: none"> <li>+ Question 3 – No stimulus (1491-1877)</li> <li>+ Question 4 – No stimulus (1865-2001)</li> </ul> </li> </ul> </li> </ul> <p><i>There is a 10-minute break after this portion of the exam</i></p>	<p><b>Part B: Long Essay Question (LEQ) I 1 Question I 40 Minutes I 15% of Exam Score</b></p> <ul style="list-style-type: none"> <li>• Students select one question among three options. Options will be: <ul style="list-style-type: none"> <li>- 1491-1800</li> <li>- 1800-1898</li> <li>- 1890-2001</li> </ul> </li> <li>• Explain and analyze significant issues in U.S. history.</li> <li>• Develop an argument supported by an analysis of historical evidence.</li> </ul>

## Confirmation of Receipt and Understanding of Syllabus Agreement

### Student

By signing below, I as the student confirm that I have read the syllabus for Coach Sanders's class and that I fully understand the policies and procedures that have been outlined within it. As a student, I agree to abide by these policies and understand the consequences if I choose not to. I understand the importance of communicating with Coach Sanders if I ever have any questions so that we can work together to solve any problems. I understand that I have elected to take an Advanced Placement (AP) level course, which means that I will be doing college level work, with a significant amount of homework. The work will be significantly harder than if I took an academic or honors section and I will have to work hard to earn the grade that I desire.

\_\_\_\_\_

Student Printed Name

\_\_\_\_\_

Date

### Parent/Guardian

By signing below, I as the parent/guardian confirm that I have read the syllabus for Coach Sanders's class and that I fully understand the policies and procedures that have been outlined within it. I understand the importance of communicating with Coach Sanders if I ever have any questions so that we can work together to solve any problems

I understand that my student has elected to take an Advanced Placement (AP) level course, which means that they will be doing college level work, with a significant amount of homework. The work will be significantly harder than if they took an academic or honors section and they will have to work hard to earn the grade that they desire.

\_\_\_\_\_

Parent/Guardian Signature

\_\_\_\_\_

Date

Parent Email Address: \_\_\_\_\_

Parent phone number: \_\_\_\_\_