**AP United States History**



**Parkwood High School**

**Mr. Mather**

**2019-2020**

Welcome to APUSH!

My email: donald.mather@ucps.k12.nc.us

**Course Description**: The AP U.S. History course is a full year survey of American history from the age of exploration to the present. The class is a challenging class designed to provide students with the analytic skills and factual knowledge necessary to deal critically with United States history. AP U.S. History is a rigorous course that is meant to be the equivalent of a college course and can earn students college credit. **Solid reading and writing skills**, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents, and historiography. Some short research papers will also be required.

**Historical Thinking Skills you must learn in this course:**

1. **Historical Causation**
	* Describe causes or effects of a specific historical development or process.
	* Explain the relationship between causes and effects of a specific historical development or process.
	* Explain the difference between primary and secondary causes, and between short- and long-term effects.
	* Explain the relative historical significance of different causes and/or effects.
	* **Learn to avoid the idea of single causation**
2. **Patterns of Continuity and Change Over Time**
	* Describe patterns of continuity and/or change over time.
	* Explain patterns of continuity and/or change over time.
	* Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.
3. **Comparison**
	* Describe similarities and/or differences between different historical developments or processes.
	* Explain relevant similarities and/or differences between specific historical developments and processes.
	* Explain the relative historical significance of similarities and/or differences between different historical developments or processes.
4. **Contextualization**
	* Describe an accurate historical context for a specific historical development or process.
	* Explain how a relevant context influenced a specific historical development or process.
	* Use context to explain the relative historical significance of a specific historical development or process.
5. **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 ways that diverse or alternative evidence could be used to qualify or modify an argument.
6. **Analyzing Historical Evidence**
	* Describe historically relevant information and/or arguments within a source.
	* Explain how a source provides information about the broader historical setting within which it was created.
	* Explain how a source's point of view, purpose, historical situation, and/or audience might affect a source's meaning.
	* 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.

**Themes in AP U.S. History:** These themes have been determined by the College Board as essential to a comprehensive study of United States history. This course will trace these themes throughout the year, examining the ways in which each is interconnected and helps to shape the changes over time that are essential to understanding United States History.

***American and National Identity***

***Work, Exchange and Technology***

***Migration and Settlement***

***Politics and Power***

***America in the World***

***Geography and the Environment***

***Culture and Society***

**Materials for course:**

* 1-inch 3 ring binder- This should be divided into 3 sections:
1. A section for class notes and handouts
2. A section for essays and writing tips
3. A section for Reading Log Handouts
* A pocket folder used to turn in reading logs
* Loose leaf paper
* A Highlighter
* Pencils
* Pens (blue/black ink only)
* Index cards

**Required Textbook:**

Newman and Schmalbach, *United States History, Preparing for the AP Exam, 2105 edition* (Amsco Publication 2015)

Kennedy, David M., Lizabeth Cohen, and Thomas Bailey. *The American Pageant*. Thirteenth Edition. (Boston: Houghton Mifflin Company, 2006.)

**Additional Readings:**

Zinn, Howard. *A People’s History of the United States* (New York: Harper Perennial, 2005)

Kennedy, David and Thomas Bailey. The American Spirit Eleventh Edition. Volume 1 & 2. (Boston: Houghton Mifflin Company, 2006).

In addition to the reading required from your textbook, we will use a selection of primary and secondary sources, or excerpts from them. We also will look at complete works like *The Jungle* or *Uncle Tom's Cabin.*  This allows students to have contact with many voices and points of view from each era.

**Absences:**

We will follow the PHS and Union County policies in regards to absences. **In our classroom, you are responsible for the work you have missed due to an absence.** Plan to turn in all work that was due on the day missed at the time you return and prepare to ask the teacher for the work that was missed. You will be given two days to turn in the work from the day(s) you were absent. It is your responsibility to get your make up work to and from Mr. Mather.

**Grading and Late work:**

This course will be graded similarly to a college course. You will be tested in the same format as the AP test you will take in May. This will enhance your chance of doing well on that test and prepare you for the style of testing seen in a college course. You will also complete a variety of group and individual assignments including artistic projects, writing assignments, reading logs (discussed below), maps and worksheets. Late work will be accepted **one day late** for 50%. After that it will not be accepted.

**Grading Percentages:**

Tests (multiple choice, short answer and essay): 40%

Quizzes/Essays: 20%

Participation/Classwork/Homework-Reading Log: 40%

Grades will consist of Long Essays, D.B.Q.'s, quizzes, tests, homework (reading assignments), and classwork (maps, seminars, projects, etc.). In addition, you will have a mid-year exam, the AP Exam in May and a final exam at the end of the school year.

**Grading Scale:**

A: 90-100

B: 89-80

C: 79-70

D: 69-60

F: Below 60

Please keep in mind that I will not adjust six weeks or exam grades. Your grade is your grade. I reserve the right to adjust final grades, but don’t count on it.

**Reading Logs:**

Reading and comprehending the textbook is vital to success in this course. **We will not cover everything in class**, so it is critical to complete the reading logs. Students will be given a 5-6 page handout for each chapter we cover. These should be completed and kept in a separate section of your 3 ring binder. You should also have a folder that you will use to turn them in at the end of each unit.

Reading Logs will be **checked for completion regularly throughout each unit**. Students will be given a schedule at the beginning of each unit for when they will be checked. Reading logs will be turned on test day where they will be graded for correctness. **Reading Logs will not be accepted late!**

**Homework:**

Homework will be assigned every night in AP U.S. History. Assignments will always include the reading log, which involves reading and note-taking.  Additional assignments will include essay writing, research, and discussion questions. Homework MUST be turned in on the assigned due date, at the beginning of the class period, in order to receive credit.

**Quizzes:**

Quizzes will be both announced and unannounced. Students must be prepared daily for a possible quiz on material covered in class as well as that assigned for homework the night before. Some writing assignments also hold the value of quiz grades rather than homework grades. Quizzes will count as approximately 20% of the semester grade.

**Testing:**

Students will take objective exams covering material from the textbook, supplemental readings, discussions, and lectures. Most tests will consist of a 60-80 question multiple choice section and a short answer section.

**DBQ (Document Based Question):**

The **DBQ** is an essay that we will practice in every unit. It an essay that is 25% of the AP exam grade and takes one hour to write. To prepare for the DBQ we will practice thesis writing, document analysis, historical contextualization and synthesis. We will write partial or full essays often.

**AP EXAM**

The **AP United States History Exam** is comprehensive, covering material from the first and second semesters. Students who are enrolled in the AP U.S. History course are expected to take the AP U.S. History Exam. Class time is allotted for review, and many students participate in informal study group review sessions and take a practice test, which is also scheduled outside of school hours.

The AP Exam format is as follows:

**Section One Time Allotted Percentage of Grade**

55 Multiple Choice Questions 55 Minutes 40%

3 Short Answer Questions 40 Minutes 20%

**Section Two Time Allotted Percentage of Grade**

1 Document Based Question (DBQ) 60 Minutes 25%

(Periods 3-8)

1 Long Essay Question 40 Minutes 15%

(Chosen from three options on the same theme: periods 1–3, 4–6, 7–9)

**The AP United States History Exam is Friday, May 8th, 2020 at 8am.**

**Extra Credit:**

I rarely offer extra credit for any of my classes. However, AP United States History is an exceptionally challenging course and I reserve the right to assign students extra credit work in order to master the course material, not just to boost his or her grade. No extra credit work will be given to any student who has any missing or late assignments.

**The Key to Success:**

The most important factor in this class is *consistent effort and improvement*. Do not be discouraged if your grades seem low in the first grading period. For many of you, this is your first AP course and some of you are taking several AP courses this semester. The load can sometimes be heavy and even seem to be unbearable, but effective management of your time is the key. What you learn in terms of writing, thinking and study skills will be well worth the effort. (Not to mention the money you may save on college credits!)

**APUSH course outline**

**Unit/Chapter Chapters Days**

**Introduction 2**

**Unit 1: Exploration and Colonization 1-3 13**

**Unit 2: The Revolutionary Era 4-5 12**

**Unit 3: The Federal Period 6-8 12**

**Unit 4: Jackson and Expansion 9-12 13**

**Unit 5: The Civil War and Reconstruction 13-15 15**

**Unit 6: The Gilded Age 16-19 14**

**Unit 7: Imperialism, The Progressive Era, & WWI 20-22 14**

**Unit 8: The 20s and The Great Depression 23-24 13**

**Unit 9: WW II & the Beginning of the Cold War 25-26 11**

**Unit 10: The Cold War & The Modern Era 27-30 15**

**Review for AP Exam 5**

**Writing Exercises 3**

**Accepted AP Scores**

Appalachian State 3

Catawba 3 (six hours for a 5)

Clemson 3 (six hours for a 4-5)

Davidson 5

Duke 4

East Carolina 3 (6 hours granted)

Elon 4 (4 hours granted)

Gardner Webb 3 (6 hours granted)

NC State 3 (six hours for a 5)

Queens 4

South Carolina 3 (six hours for a 4-5)

UNC Asheville 3

UNC Chapel Hill 3

UNC Charlotte 3 (6 hours granted)

UNC Greensboro 3 (6 hours granted)

UNC Wilmington 3 (6 hours granted)

Western Carolina 3 (6 hours granted)

Wingate 3 (6 hours granted)

Winthrop 3 (six hours for a 4-5)

For a college not listed, go to the following website:

https://apstudent.collegeboard.org/creditandplacement/search-credit-policies