

Advanced Placement United States History

Vista Murrieta High School

"History does nothing." -- Karl Marx (1818-1883)
"Those who do not learn from history are doomed to repeat it."
George Santayana (1863-1952)
"Just because I don't care doesn't mean I don't understand."
Homer Simpson

Welcome to Mr. Hanson's A.P. United States History class. This class will be an intensive 1 year study of U.S. history from discovery to present. In spite of Homer Simpson's wisdom, we will try to achieve greatness in this difficult and challenging course, one that will demand your best effort. What follows are some guidelines and information that I hope will help explain both the course and my requirements for completing it successfully.

WHAT IS AP UNITED STATES?

AP United States is an accelerated and demanding exploration of United States History and culture, and the course requirements assume a high level of interest and competence. Because this class is similar to a college freshmen-level course, students should expect, for example, that the reading and writing load will be heavier than most high school history classes. It requires seriously committed students who are willing to work far above the level required in a "regular" high school history class.

The objective of this course is to increase the student's understanding of United States history with the goal of having each student pass the AP United States Examination in May. The course is divided into two semesters, *Discovery through Reconstruction* and *The Gilded Age* to the present. The areas of concentration include historical, political and economic history coupled with an intense study of cultural and intellectual institutions and their development. These areas will be studied from a variety of perspectives with the hope of providing a balanced view of history. **This course is taught at the college level.** The major difference between a high school and college history course is the amount of reading and depth of focus. Moreover, the AP curriculum stresses a large degree of higher order thinking skills within a rigorous academic context. In addition, this AP U.S. History course seeks to apprentice students to the practice of history by stressing the development of historical thinking skills while learning about the past. Thus, the student will be required to develop historical thinking skills that are central to the study and practice of history. The historical thinking skills that will be developed are as follows:

Historical Thinking Skills

- I. Chronological Reasoning
 1. Historical Causation
 2. Patterns of Continuity and Change over Time
 3. Periodization
- II. Comparison and Contextualization
 4. Comparison
 5. Contextualization
- III. Crafting Historical Arguments From Historical Evidence
 6. Historical Argumentation
 7. Appropriate Use of Relevant Historical Evidence
- IV. Historical Interpretation and Synthesis
 8. Interpretation
 9. Synthesis

In conjunction with developing the above historical thinking skills, AP US History will also emphasize a set of learning objectives, organized by seven major themes, which describe what students should know and be able to do by the end of the AP U.S. History course. These represent major historical understandings that colleges and universities want AP students to develop in order to merit placement out of the introductory college U.S. history survey course. In addition, these themes focus student understandings of major historical issues and developments, helping them to recognize broad trends and processes that have emerged over centuries in what has become the United States. The learning objectives are as follows:

COURSE THEMES:

- American and National Identity (**NAT**)
- Work, Exchange, and Technology (**WXT**)
- Geography and the Environment (**GEO**)
- Migration and Settlement (**MIG**)
- Politics and Power (**PCE**)
- America in the World (**WOR**)
- American and Regional Culture (**ARC**)
- Social Structures (**SOC**)

HISTORICAL PERIODS

This course is structured around the investigation of course themes and key concepts in nine chronological periods. These periods, from pre-Columbian contacts in North America (represented symbolically by the date 1491) to the present, provide a framework for the course. The instructional importance and assessment weighting for each period varies:

Period	Date Range	Approximate Percentage of...	
		Instructional Time	AP Exam
1	1491-1607	5%	5%
2	1607-1754	10%	45%
3	1754-1800	12%	
4	1800-1848	10%	
5	1844-1877	13%	
6	1865-1898	13%	45%
7	1890-1945	17%	
8	1945-1980	15%	
9	1980-Present	5%	5%

Within each historical period, students will have multiple opportunities to develop their historical thinking skills and display their grasp of the course learning objectives. Each historical period is further refined by key concepts that will help each student

AP CLASSROOM (College Board):

Students will have the opportunity to use a resource set up by the College Board to help support student understanding and achievement. They will provide access to questions, guides, personal progress checks, assessments, and other enrichment resources to aid student knowledge.

- Visit: <https://myap.collegeboard.org/> and register for the ap classroom with your specific code:
 - Period 1 AP Classroom Code: **MD36MN**
 - Period 3 AP Classroom Code: **23PLNJ**

TEXT:

Stacy, et. al, *Fabric of a Nation* (1st edition)

OPTIONAL TEXT:

Newman and Schmalbach: *United States History: Preparing for the AP Exam*

GRADING POLICY:

Your grade in this course will be decided by a combination of examinations, quizzes, and seminars. Examinations and essays will be more heavily weighted than homework assignments. Each test will be a combination of multiple choice and essay/DBQ. It is imperative that you do all the readings and assignments as you will fall behind and have trouble recovering. Here is the breakdown for your reference:

ASSESSMENTS	80%
Essay Questions (DBQs, and FRQs)	
Quizzes (MC and/or SAQ's)	
CLASSWORK	20%

LATE WORK:

Late assignments will drop in value 5% each day it is late and will be accepted up to **TEN (10) DAYS** after the due date for 50% credit. **No late work will be accepted after 10 days.**

MISSED EXAMS & QUIZZES:

Students who are absent legitimately on a day a test is given must make up the test on the day they return to class. **Being absent on the day before the test does not excuse you from taking the test when scheduled.** Work/tests missed due to an unexcused absence will be recorded as a "0." If a student is absent for an extended period (e.g., more than five days), an appointment for making-up the test will be made. Complete loss of credit for an exam may result if the exam is not completed in a timely fashion

PARTICIPATION:

Students are expected to contribute to in-class and online discussions and effectively participate in class activities. Many of the class sessions will be seminars. In order for seminars to work, student preparation and participation is critical. Students who are "on the border" between grades at the semester may be given the higher grade if their overall participation has been commendable.

CHEATING/PLAGIARISM:

Cheating is always unacceptable and will result in zero points for the assignment. Cell phones have become a major issue—when you walk in the class turn off your cell phone and either place it in your backpack or on the wall cell phone holder I provide. If you are caught with a phone it will be taken and given to the dean. If caught using during an exam you will receive a "zero" on your exam. Plagiarism robs you of valuable learning, cheats your peers, and would get you kicked out of a university – practice not plagiarizing in my class. See the Student Handbook for more details about the school's academic honesty policies.

IN-CLASS RULES AND EXPECTATIONS:

- 1. Come to class on time and prepared --** Have all assignments completed prior to the beginning of class and being seated and ready to begin when the bell rings. Tardies are unacceptable and will be dealt with according to school policy.
- 2. NO CELL PHONES OR HEADPHONES DURING CLASS TIME—Check them into the Cell Hotel at the start of each class period.**
- 3. RESPECT** each other and your teacher. Use of inappropriate words/actions will **NOT** be tolerated. Remember, **No question is a "stupid" question!** Professional academic courtesy should always prevail

EMAILING NETIQUETTE

When sending an email to school staff or classmates:

- Use a descriptive subject line include course, period, and topic (for example: AP US History Period 1 Need FRQ help)
- Use academic/professional language. Avoid slang terms and texting abbreviations such as "u" instead of "you."
- Remember that all academic communication should have correct spelling and grammar.
- Sign your message with your name and contact information.

THE NATIONAL AP EXAM—FRIDAY, MAY 5th at 8:00 AM

The AP U.S. History Exam is 3 hours and 15 minutes long and includes both a 100-minute multiple-choice/short-answer section and a 95-minute free-response section. Each section is divided into two parts, as shown in the table below. Student performance on these four parts will be compiled and weighted to determine an AP Exam score.

Section	Question Type	Number of Questions	Timing	Percentage of Total Exam Score
I	Part A: Multiple-Choice Questions	55 Questions	55 Minutes	40%
	Part B: Short-Answer Questions	3 Questions	40 Minutes	20%
II	Part A: Document-Based Questions	1 Question	60 Minutes	25%
	Part B: Long-essay Question	1 Question (chosen from a pair)	40 Minutes	15%

*****Instructor reserves the right to make changes as appropriate based on learning environment and pandemic conditions*****

Please complete the Microsoft Acknowledgement Form and return via Canvas

- * The Acknowledgement form is under Class Info in Canvas or use the link below
- * The Acknowledgement Forms submitted after the due date will be marked as late. Returning the Acknowledgement Form is **worth 20 points**.

<https://forms.office.com/r/Mqp37bgFgu>

