

AP UNITED STATES HISTORY SYLLABUS

FRIDAY HARBOR HIGH SCHOOL
SCHOOL YEAR 2023-2024

MS. CALDWELL

EMAIL: PAIGECALDWELL@SJISD.ORG

OFFICE HOURS: TUESDAY/THURSDAY 7:10AM-8:10AM OR BY APPT. (ZOOM OH IS AVAILABLE IF PREFERRED AND MUST BE SCHEDULED BEFOREHAND)

Course Description

AP U.S. History is a challenging college-level course that is structured around the investigation of eight course themes in nineteen units through nine different chronological periods from 1491 to the present. Besides covering the relevant historical facts from these eras and linking these facts to the analysis of the themes, the course requires you to master nine historical thinking skills. During the year, you will be provided with the opportunity to examine primary sources, such as documentary material, pictorial and graphic materials, maps, political cartoons, statistical tables, and works of art. In addition, you will be provided with exposure to both factual narrative and to the interpretations of American History from the perspectives of a variety of different writers and historians. Historiography is the history of history. You will be examining how people have thought about and written about historical events over the course of time. You will also be provided with the opportunity to develop your analytical and interpretive writing skills, practicing short answer questions as well as document-based and long essay question essays. Besides the short answer questions, you will be writing at least one essay in every unit.

To assess your knowledge of each part of each unit in AP US History and to prepare you for the AP Exam, you will be required to show your understanding in the following test formats: Long Essay Question Essays, Document Based Question Essays, Short Answer Questions, Standard Content-based Multiple-Choice Questions, and Stimulus-based Multiple Choice Questions. When the syllabus says “multiple choice,” be prepared to answer both types of multiple-choice questions.

A main objective of this course is to prepare the student for the AP national exam administered on **May 10th, 2024 @ 8am** by the College Board. The breadth and content of the curriculum for this course matches that of the College Board’s exam. Students are responsible for registering for this exam on time and for paying the College Board’s fee (about \$95). Fee reduction and scholarship funds may be available to students with financial

hardship. For more information on the College Board's Advanced Placement program, visit their website at www.collegeboard.com and click on 'AP.'

Content and Themes

The new course is divided into nine time periods or nine units:

- Unit 1:** Pre-Colonialism & Early Colonial Era (1491 – 1607)
- Unit 2:** Colonial Era (1607- 1754)
- Unit 3:** Revolution Era (1754 - 1800)
- Unit 4:** Expansionist Era & The Age of Reform (1800 – 1848)
- Unit 5:** Civil War & Reconstruction (1844 - 1877)
- Unit 6:** The Gilded Age (1865 -1898)
- Unit 7:** The Progressive Era & The Modern Era (1890-1945)
- Unit 8:** Post Modern Era (1945-1980)
- Unit 9:** Contemporary Era (1980-Present)

A detailed description of each period is provided at the end of this syllabus.

Rather than simply memorizing political chronologies, students will be taught to analyze, in writing and discussion, the processes and causes affecting the stream of continuity and change during each period, utilizing the techniques and resources of a professional historian. During each time period, we will jump across various geographic regions of the US. Eight major **historical themes** (SPACEMAN) will be addressed throughout the course:

- ★ *Social Structures*
- ★ *Politics and Power*
- ★ *American and National Identity*
- ★ *American **C**ulture*
- ★ *Geography and **E**nvironment*
- ★ ***M**igration and Settlement*
- ★ ***A**merica in the World*
- ★ ***N**etworks of Exchange, Work, and Technology*

Class Policies and Procedures

Required Materials. All materials are expected to be with you every day. These materials are the tools you will need to learn and engage with the material:

1. Chromebook with charger
2. Notebook for this class only. This cannot be a section in a notebook or loose paper. Spiral ring or composition notebook **only**.
3. A folder or binder or section in your binder to keep handouts
4. Highlighters or colored pens (at least 5 different colors)

Required Books:

The main text from the textbook (Brinkley, *American History: Connecting With People from the Past, 15e*) will be **provided** digitally to students by Ms. Caldwell and will not need to be purchased.

Required Supplemental Reading: You **MUST** buy or check out from a library the following book before the dates stated. If you are unable to get the following book, please let Ms. Caldwell know as soon as possible:

- **DUE BY 9/15:** *AMSCO AP US History Preparing for the Advanced Placement Examination*, 20th edition, Newman and Schmalbach. Perfection Learning, 2020, 2021, or 2022.

Class Website & Google Classroom:

There is a class website that students and families can access at any time. On the website, there is a curriculum outline and all linked assignments. This website is meant to be used as a resource to support students if they miss school or if they need extra help with content material. Also, it provides full transparency of taught material in the classroom. Inclusively, families can use the class website to engage with the student and support them in their completion of assignments. Google Classroom cannot be accessed by anyone outside of the class, so the website provides an additional support system for students. Google classroom is where students will access and turn in digital assignments. Some assignments are not digital and therefore cannot be seen on Google Classroom, but will be present on the class website. Anyone can access the class website at: <https://paigecatherinecald.wixsite.com/burkshistory>

Grading and Classroom Policies

Summative - 50%	Formative - 40%	Participation - 10%
<ul style="list-style-type: none"> - Exams - Projects - <i>Sometimes projects are collaborative, in those cases, students receive a grade as a group and as an individual</i> - Essays 	<ul style="list-style-type: none"> - Homework - Classwork - Quizzes 	<ul style="list-style-type: none"> - <u>Active Participation</u> includes answering questions in class, discussion, collaboration with peers - <u>Passive participation</u> includes engaged listening (aka not falling asleep or distracted by work that is not for class), cleaning up after oneself - <u>Present participation</u> includes being in class, on time, and

		<i>having all class materials ready for use (this includes having your Chromebook charged!)</i>
--	--	---

Homework:

Homework should be expected daily, including over weekends. The College Board estimates that the average successful AP US History student will spend about **one hour per night on homework for this course**. Most often, this homework will involve reading, watching a lecture, or a worksheet paired with note-taking. Readings will average from 5 to 30 pages per week. Students are required to take notes and annotate all reading assignments. The assigned reading and associated notes must be completed on the due date of which they are assigned - before class begins. Often, we go over homework in class where the student is allowed to change their responses before a final submission at 11:59pm - this does not excuse the student from not having work done before class begins. You will not be able to engage in class, if you don't complete the homework BEFORE coming to class. It is critical that students utilize good self-discipline and time management techniques. Readings from other sources will also be provided and assigned in class as needed. In addition to the assigned reading, students should expect weekly writing assignments that reflect the style and format of free response writings required on the AP national exam. Lastly, there may be time when students can work on homework in class, but this is not guaranteed.

Exams & Quizzes:

Quizzes will be given throughout or at the end of each week on the reading, key terms, and class discussions. These short assessments will comprise a significant portion of the student's overall formative grade. **Unit exams** will follow each of the nine units of study. These unit exams will be in the style of the AP national exam, composed of both multiple choice and free response essay questions. Additionally, a **final cumulative exam or project** will be given the last week each semester.

Note taking:

Note taking is a necessary part of this course. History is broad and expansive, and we have a lot of it to learn before May. At times, it is the most efficient way for students to receive information. Notes can be taken in class or at home depending on how they are assigned. Some lectures are by Ms. Caldwell, others are done by professionals online. Regardless, **all notes must be hand-written in a notebook in Cornell-note style**. Not loose-leaf, not in a binder, not typed - in a special notebook reserved just for AP US History notes. Note taking is a skill that will follow you for the rest of your life. More and more science points to the fact that digital note taking does not allow the brain to comprehend information in the same manner as handwriting notes. Random notebook checks will occur and are a

part of your present participation grade.

Late-Assignments:

Late assignments will be accepted with a 5% penalty each day the work is late and will be accepted for up to two weeks after the original due date, with no credit received beyond that time period.

Make-ups:

For regular absences, quizzes, notes, and other assignments are due within **one week** of return with no penalty. Longer absences may be negotiated. It is up to the student to complete missed assignments. All curriculum schedules are on the class website. If you know you are going to be absent for any reason, **do not email Ms. Caldwell** (unless you have a question about how to complete the work) - just look up what you have missed on the website.

Reassessments/Retakes:

Students can retake any quiz or exam within **two weeks** of the original assessment date. Students must organize a date outside of class time to retake the assessment. Students will receive the higher of the two scores in the gradebook.

Extra Credit:

No extra credit will be given throughout the year but can be “bought” with “Caldwell Cash” on Fridays when we go to “Market” and can only be applied to classwork or homework assignments, **not** quizzes, projects, nor exams.

Plagiarism and Cheating:

Plagiarism or cheating of any kind is unacceptable. All members involved with plagiarism or cheating will receive zeros on plagiarized assignments. In addition, students involved will be required to do the following:

1. Redo the assignment on their own for no more than 75% credit.
2. Type a two-page essay in MLA format answering the following prompt: ***“I chose to plagiarize/cheat on this assignment because...”*** or ***“I allowed someone else to plagiarize/cheat off of my assignment because...”*** This should be answered honestly as a form of restoration, not to shame the student. There are millions of different reasons why students cheat, and often it comes down to a lack of reflection on this decision; it’s often an impulse or due to peer pressure. By writing a reflection and reasoning behind the choice, it encourages the student to think about their decisions in an intentional manner. Practicing reflection and intention supports growth and changes behaviors for the future.
3. A copy of the short essay will be given to Ms. Hillman and the student(s) parent or guardian.

Cell Phone Policy:

Cell phones will be stored on the cell phone rack in class before the start of each day. This is how Ms. Caldwell will take attendance each day. If you do not have a cell phone, this needs to be communicated to Ms. Caldwell on Day 1. If your cell phone has been removed from your possession by a parent, guardian or the school, please have your parent communicate this to Ms. Caldwell as soon as possible.

Cell phones are never to be used without permission from Ms. Caldwell. Your cell phone will rarely be used for academic purposes in class. If you are expecting a call or text from a parent or guardian, please have them call the front office.

Food Policy:

Students are **not allowed** to eat any food during class time. Students are allowed to drink water, coffee, or tea **only** during class. Students are only allowed to consume food and drink in the classroom during the **lunch period**. All food wrappers, products, and items must be thrown away **outside of the classroom** at the end of the lunch period.

Bathroom Policy:

Students are allowed to use the restroom **after** the first 15 minutes of class and before the **last** 15 minutes of class. Students must sign out of class on the "Bathroom Sign Out" sheet and take the bathroom pass with them and then sign back in when they return from the restroom. If a student wants to use the restroom during the 15 minute boundaries, they must use "Caldwell Cash" to "buy" a pass for \$50 to use the restroom during that time. Emergencies happen and exceptions can be made, but this bathroom policy is set to limit the amount of time students spend outside of class, keeping them consistently engaged.

Writing Assignments

Three types of constructed-response questions will be presented on the AP national exam. During this course, students will receive substantial instruction and practice time on various formats for constructed response or essay-writing. Students will learn to demonstrate their clear understanding of historical concepts in a format suitable to each type of exam question. Practice assignments will focus on *analysis* and *evaluation* rather than simple description. During the second half of the course, students will develop skills in the analysis and interpretation of historical scholarship. Various historiographic techniques will be presented in supplementary readings. Students will learn to weigh all contributing factors to a given piece of writing, and will translate this skill to a successful approach to document-based questions. Students will also learn to evaluate their own essays using the same criteria as a College Board exam rater.

The following are brief descriptions of the three types of writing that will each comprise a portion of the exam.

Short-Answer Questions (SAQ)

As the name suggests, SAQs are short written responses to a prompt that fall short of a full

essay. Students are not required to construct or defend a thesis, but rather demonstrate some mastery of one or more thematic learning objectives. Generally, students will be asked to respond to a historian's argument, analyze a stimulus, or respond to a general historical proposition.

Document-Based Question (DBQ) Essay

Rather than testing a student's direct knowledge of a historical subject, the document based question tests a student's ability to properly analyze given historical documents and formulate an answer based on evidence provided. The question assumes that students have reviewed the subject material and understand the broader world historical context.

Documents are chosen on the basis of both the information they convey about the topic and the perspective that they offer. Designed to test skills analogous to those of the historian analyzing source materials, the document-based question differs from the task of actual historians mainly in the time available for analysis and the prearranged selection of the documents. There is no single "correct" answer; instead, various approaches and responses are possible, depending on the student's ability to understand the documents and ultimately to communicate their significance. The student is expected to construct a thesis in response to the question being asked, then defend that thesis utilizing evidence from the documents provided.

Long Essay Question (LEQ)

The LEQ is similar to the DBQ in that the student must construct and defend a thesis appropriate to the question being asked. However, source material is not provided, and the student must defend the thesis with historical evidence learned over the course of study. LEQs may consist of any of several essay types, including comparison, causation, change and continuity over time, or periodization. Each of these different types of historical analysis will be practiced extensively across the length of the course. Students should expect a *minimum* of four graded essay assignments per quarter, and each unit exam will include one or more writing prompts in the style of the AP national exam that will constitute approximately 20 percent of the overall exam grade. In addition, students will be given the opportunity to review and evaluate several sample essays provided by the College Board from previously administered exams.

Curriculum Outline

Unit 1 (1491 – 1607), Unit 2 (1607 – 1754), & Unit 3 (1754 – 1800) (Sept. - October)

- Mini-Unit 1 – Pre-Colonial Economic, Society, and American Indian Conflicts
- Mini-Unit 2 – The European Enlightenment and English Colonies
- Mini-Unit 3 – The American Revolution: Lead-up, Conflict, Social Changes, and New Government
- Mini-Unit 4 – Early American Political Parties, Foreign Diplomacy, and Frontier

Unit 4 (1800 – 1848) and Unit 5 (1844 – 1877) (November - January)

- Mini-Unit 5 – The Jeffersonian Era, Second Party System, and Market Revolution
- Mini-Unit 6 – Sectionalism I, The Second Great Awakening, and American Intellectualism
- Mini-Unit 7 – Sectionalism II, The Third Party System, and the American Civil War
- Mini-Unit 8 – The American Civil War, Reconstruction, and Westward Expansion

**** Semester I Final (Units 1-5)****

Final is a written exam that includes 30 multiple choice questions and 1 DBQ

Final is worth 10% of your final semester grade

Unit 6 (1865 – 1898) and Unit 7 (1890 – 1945) (February - March)

- Mini-Unit 9 – The Second Industrial Revolution, Free Market Problems, and Reactionary Movements
- Mini-Unit 10 – Immigration and American Indian Policy, Social and Economic Theories, and Women
- Mini-Unit 11 – The Progressive Era and the Roaring 20s
- Mini-Unit 12 – The Red Scare, The Great Depression, and Interventionism
- Mini-Unit 13 – World War II: Lead-up, Events, and Impact

Unit 8 (1945 – 1980) and Unit 9 (1980 – Present) (March - April)

- Mini-Unit 14 – The Cold War, Counterculture, and the Civil Rights Movement
- Mini-Unit 15 – Great Society Programs, Vietnam War, Cuba, Détente, Stagflation, and Conservatism
- Mini-Unit 16 – The Bipolar Cold War, Decolonization, and Counterculture
- Mini-Unit 17 – Reagan Administration, End of the Cold War, New World Role, and the Digital Age

Unit 10 (AP Review) (April-May)

- In Class Review
 - Kahoot!, Gimkit, Jeopardy
 - Practice Essays/Timed Question Review
 - Content Review
- Out of Class Review
 - Study Guides
 - Live Zoom Sessions/Office Hours
 - Study Groups
 - Practice Exams
- Mock Exams
 - 3 Mock Exams will be available to take with Ms. Caldwell on 2 separate Saturdays (Dates TBD)
- **AP US HISTORY EXAM: Friday, MAY 5th @ 8am**

**** Semester II Final (Culminating Project)****

Final is a Current Events Presentation Project (non-group)

Final is worth 10% of your final semester grade

The AP US History exam takes about 3 hours and 15 minutes to complete. You will take this exam with your classmates in the library with a proctor on **Friday, May 10th, 2024 @ 8am**. The AP US History Exam is structured as follows:

Section I, Part A: Multiple Choice

55 Questions | 55 Minutes | 40% of Exam Score

- Questions usually appear in sets of 3–4 questions.
- 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

- Students 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.
- Students choose between 2 options for the final required short-answer question, each one focusing on a different time period:
 - Question 1 is required, includes 1–2 secondary sources, and focuses on historical developments or processes between the years 1754 and 1980.
 - Question 2 is required, includes 1 primary source, and focuses on historical developments or processes between the years 1754 and 1980.
 - Students choose between Question 3 (which focuses on historical developments or processes between the years 1491 and 1877) and Question 4 (which focuses on historical developments or processes between the years 1865 and 2001) for the last question. No sources are included for either Question 3 or Question 4.

Section II: Document-Based Question and Long Essay

2 questions | 1 Hour, 40 minutes | 40% of Exam Score

Document-Based Question (DBQ)

Recommended Time: 1 Hour (includes 15-minute reading period) | 25% of Exam Score

- Students are presented with 7 documents offering various perspectives on a historical development or process.
- Students assess these written, quantitative, or visual materials as historical evidence.
- Students develop an argument supported by an analysis of historical evidence.
- The document-based question focuses on topics from 1754 to 1980.

Long Essay (LEQ)

Recommended time: 40 Minutes | 15% of Exam Score

- Students explain and analyze significant issues in U.S. history.
- Students develop an argument supported by an analysis of historical evidence.
- The question choices focus on the same skills and the same reasoning process (e.g., comparison, causation, or continuity and change), but students choose from 3 options, each focusing on historical developments and processes from a different range of time periods—either 1491–1800 (option 1), 1800–1898 (option 2), or

How do AP Exams work?

An AP class is a course that prepares students for a culminating exam in May. The AP exam is created and distributed by the Collegeboard - a conglomerate company that distributes almost all standardized examinations worldwide (like the SAT and ACT!) The Collegeboard employs teachers, professors, and experts in the field of the exam content to create an exam that accurately reflects the student's ability to perform at a collegiate level for an undergraduate, lower level course.

Every AP exam is scored out of 5 points. To "pass" the AP exam, a student must receive a 3, 4, or 5 on the AP exam. These scores DO NOT determine the grade of the student in the course throughout the year.

When a student "passes" the AP exam, that score is transferred to universities as "credits." The purpose of taking an AP exam is to create a surplus of college general education credits so when the student goes to college they can begin taking higher level courses and save money.

 Let's break it down:

- The average college class (class, not course - this means each lecture or seminar) costs on average **\$300-\$500**
- Over the course of a quarter or semester, a student could pay anywhere from **\$1,000-\$5,000** for just **one course**
- By passing the AP exam, with a 3, 4, or 5, a college will convert the student's score into credits which will remove the requirement to take a lower-level GE course saving the student that \$1,000-\$5,000. If a student has passed multiple AP exams, that is even more money in their pocket or they can even graduate early, take on a 5th year Masters program, or add an additional degree! Point being, passing AP exams opens up many opportunities!

What happens if I don't pass the AP exam?

- Nothing.
- You still get to wake up the next morning and live your life.
- Your grade in class is **NOT** affected.
- Ms. Caldwell still loves you.
- **Common myth:** Colleges look at your AP scores for admission. **FALSE: You can still get into college regardless if you pass your AP exams. The grade on your transcript in an AP class is valued more than the exam score.**
- **Common myth:** Colleges don't take 3s. **FALSE:** I don't know who or what has said this, but they are WRONG. A 3 is passing, a 4 is really, really good, and a 5 is so phenomenal that it's actually incredibly rare to receive. **SOME PRIVATE UNIVERSITIES** do not accept 3s because they are PRIVATE schools that rely on the tuition of their students to function. The more ways they can make you pay, the better for the university. Do not let a private university make you feel like you failed just because they're trying to take as much money from you as possible. **All public universities accept 3s, 4s, and 5s.** (And some public universities will even give you college credit without passing the exam, just having the AP course - and a good grade - on your transcript is enough!)

Disclaimer

All parts of this syllabus can be changed under the discretion of the instructor. If the syllabus is to change, the teacher will inform students of all changes made.