

COURSE: AP U.S. History (391 &amp; 392)

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**Course Description**

AP U.S. History is equivalent to a two-semester introductory college or university U.S. History course. Students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students analyze primary & secondary sources; develop historical arguments; make historical comparisons; and utilize reasoning about contextualization, causation, and continuity & change over time. Students explore these 7 themes throughout the course: **American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society.** College credit is earned on a national AP exam and is determined by each individual college and university. This class naturally covers the standards of regular U.S. History as well and meets graduation requirements. For more information, access the Georgia Performance Standards on the Georgia Department of Education website at <http://public.k12.ga.us/> (or search GeorgiaStandards.org). Complete information from the College Board about the course can be found at <https://apstudent.collegeboard.org/apcourse/ap-united-states-history#/>.

**Primary sources will be used to**

- ➔ 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.

**Secondary Sources will be utilized to**

- ➔ Explain how a historian's claim or argument is supported with evidence.
- ➔ Analyze patterns and trends in quantitative data in non-text based sources.
- ➔ Evaluate the effectiveness of a historical claim or argument.

**AP History Reasoning Skills that will be continuously used are:**

- ➔ **Skill 1: Contextualization** - Use context to explain the relative historical significance of a specific historical development or process.
- ➔ **Skill 2: Comparison** - Explain the relative historical significance of similarities and/ or differences between different historical developments or processes.
- ➔ **Skill 3: Causation** - 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.
- ➔ **Skill 4: Continuity and Change over Time** - Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/ or change.

**Course Outline**

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%

**AP Exam timeline:**

- 8.28.20 - Deadline for students to electronically join all AP classes on College Board Website.
- (APcentral.collegeboard.org, Help line for students and parents 1-888-225-5427).
- 10.30.20 – Deadline for students to register for AP exams on the College Board website.
- 10.30.20 - Deadline to pay a minimum of \$40 per paid exam
- 2.12.20 – Deadline to pay all AP exam fees. (Full Price = \$95)
- AP US History Test date: **Thursday, May 6, 2021**

**AP Classroom Join Codes:** We will utilize the College Board AP classroom resources throughout the semester.

**APUSH 1<sup>ST</sup> PERIOD:** 3KQ3X7

**APUSH 2<sup>ND</sup> PERIOD:**

PAWV7X

**APUSH VIRTUAL:**

6NDX3D

**Assessment Overview AP U.S. HISTORY EXAM: 3 HOURS 15 MINUTES**

The AP Exam questions measure students' knowledge of U.S. history and their ability to think historically. Questions are based on learning objectives, key concepts, course themes, and historical thinking skills.

**Format of Assessment****Section I Part A: Multiple Choice | 55 Questions | 55 Minutes | 40% of Exam Score**

- Questions appear in sets of 2–5. Students analyze historical texts, interpretations, and evidence from all course periods. 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 respond to 2 required questions and choose b/w 2 options for a 3<sup>rd</sup> question.

**Section II Part A: Document Based | 1 Question | 60 Minutes | 25% of Exam Score**

- Assess written, quantitative, or visual materials as historical evidence and develop an argument supported by analysis of historical evidence. Question covers periods 3 – 8 of the course.

**Section II Part B: Long Essay | 1 Question | 40 Minutes | 15% of Exam Score**

- Students select one question among three different periods of the course (1-3, 4-6, 7-9).
- Explain and analyze significant issues in U.S. history to develop an argument supported by an analysis of historical evidence.

**Grading Policy:**

Grade weights are listed in the chart below. Assignments will vary in point value depending on the length, breadth, and depth of the topic at hand. Periodic progress reports will be issued, but students are responsible for keeping up with their grades and can track them via **Infinite Campus**. Assignments will be returned to students after grading.

Major Assessments (45%)	Minor Assessments (20%)	Daily Work (15%)	Final Exam (20%)
<ul style="list-style-type: none"> <li>• Exams</li> <li>• Unit Tests</li> <li>• Major Projects</li> <li>• Essays</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• DBQs</li> <li>• FRQs</li> <li>• Essays</li> <li>• Mini-Projects</li> </ul>	<ul style="list-style-type: none"> <li>• Articles</li> <li>• Study Guides</li> <li>• Classwork</li> </ul>	<ul style="list-style-type: none"> <li>• Final Assessment</li> <li>• This course includes a cumulative exam at the end of the semester.</li> <li>• Exam exemptions based on HCBE policy.</li> </ul>

### AP Practice Exams

It is a given that **comprehensive, cumulative tests** will be given to prepare the student for mastery on the national AP exam. Both semesters normally include **cumulative exams** given in similar format as the national AP U.S. History Exam. Times will be announced well in advance of the exams and will coordinate with the other AP exams at our school.

### Google Classroom

To encourage blended learning, Google Classroom will be used a variety of ways to best serve students throughout the school year. Assignments and activities will be posting weekly to Google Classroom.

- **Students** must establish a google classroom account and keep up to date with classroom assignments.
- **Assignments:** At least **ONE** Google Classroom assignment per week will be **graded** and entered in Infinite Campus. Students should be familiar with how to navigate the online platform, communicate with their teacher, and submit assignments on time. If there are technology limitations notify the teacher
- **Cyberbullying:** As define by Dictionary.com, "the act of harassing someone online by sending or posting mean messages." *Please keep in mind that Google Classroom is designed to work as an extension of the classroom; therefore, anything done on the site through the access of VHS class will be treated the saem as if it were said aloud in the classroom. Inappropriate comments or use of the site can result in disciplinary action.*

#### CLASS STANDARDS

##### Be Punctual.

Be ready to go Bell to Bell.  
Tardy policy = school policy.

##### Be Prepared.

Bring necessary supplies.  
-Pen, updated notebook, etc.  
Restroom breaks will be minimal.  
Teacher controls thermostat.

##### Be Polite.

Respect others.  
Cleanliness.  
No food or drink, just water.  
Avoid Distractions.

##### Be Productive.

Always do your best. Own it. Invest in yourself and others. Gain and grow knowledge and skills.

#### Reminders

1. **STUDY!** You are really 100 % responsible for the textbook material. My job is to assist you in preparing for the exam. If you do not prepare yourself, class time is wasted and it will be hard for me to facilitate the process.
2. Keep pace with daily & weekly assignments. Cramming is not the recommended performance mode. (+500 years)
3. Work together & think together. Do this out loud in class and out of class. Working together does NOT mean cheating.
4. Check out historical magazines, etc. Get a good overview of historical scholarship. Watch the news.
5. Think themes and big ideas with supporting information. Review frequently.

### Make-Up Work, Late Work, Remediation, & Tutoring

- Students are responsible for all work, notes, etc. Follow school policy. Ask the teacher.
- Work assigned prior to an absence is due the day upon return. This policy includes tests and quizzes. Be prepared to take them the day you return whenever feasible with the class.
- A zero will be placed in the grade book until work is complete.
- NI's and Instructional absences do NOT change school policy. See me before the NI.
- Assignments are due at the beginning of class. Late work is not generally accepted.

## **Materials and Texts**

Kennedy, David M., Elizabeth Cohen, and Thomas Bailey. **The American Pageant: Updated AP edition**. 16th ed. Boston, Mass.: Houghton Mifflin Co., 2002. ISBN – 13: 978-1-337-09015 ORIGINAL COST \$136.85

Newman, John J. & Schmalbach, John M. **United States History: Preparing for the A.P Examination**. 2<sup>nd</sup> edition 2010 Revision. New York, N.Y.: Amsco School Publications, 2010 ISBN 978-1-56765-660-2 ORIGINAL COST: & \$30.50

Zinn, Howard. A People's History of the United States. 2003. New York, N.Y.: Harper Collins, 2003. ISBN 978-0-06-083865-2 \$\_\_\_\_\_

**Replacement costs are based on the age and use of the book. The school bookkeeper holds the depreciation costs. Students are responsible for any lost or damaged materials, including damaged bar codes on the texts.**

## **The Study guide for this course has the ISBN 0-618-10355-4**

Selected Supplemental Resources will also be utilized frequently for articles, essays, primary sources, etc.

Helpful Websites: Only helpful if you go to them ☺ We always discover more as the year progresses.

<http://apcentral.collegeboard.com/>

<http://www.hobbsschools.net/HobbsHigh/>

<http://www.course-notes.org/>

<http://www.homestead.com/chaffeyaphistory/APUSHHistory.html>

<http://www.ushistory.org/>

<http://pptpalooza.net/>

<http://www.historyteacher.net/>

<http://www.digitalhistory.uh.edu/>

<http://ap.gilderlehrman.org/>

Crash Course AP US History

<https://www.youtube.com/user/hughesDV>

<http://www.tomrichey.net/apush.html>

<http://www.ffapush.com/review-materials.html> (Mrs. Richardson's APUSH Amsco study guides)

I understand this syllabus and the objectives, requirements, and expectations for Mr. Shepherd's APUSH course.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

**(Keep this syllabus and signature at the front of your notebook/portfolio.)**