

AP U.S. History
Corbett High School
2017-2018

Contact Information

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Course Introduction

The AP course in United States History (“APUSH”) is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. The AP U.S. History course, along with the AP World History and AP European History courses, seeks to apprentice students to the practice of history by explicitly stressing the development of historical thinking skills while learning about the past. Chronological reasoning and comparison and contextualization focus on “thinking historically,” or the habits of mind that historians use when they approach the past in a critical way. Crafting historical arguments from historical evidence and historical interpretation and synthesis focus on describing the skills used by historians when they construct and test historical arguments about the past.

Course Objectives

- identify, analyze, and evaluate the relationships among multiple historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence, causation, and correlation.
- recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying lengths, as well as the ability to relate these patterns to larger historical processes or themes
- describe, analyze, evaluate, and construct models that historians use to organize history into discrete periods
- identify, compare, and evaluate multiple perspectives on a given historical experience.
- connect historical events and processes to specific circumstances of time and place and to broader regional, national, or global processes
- define and frame a question about the past; address that question through the construction of an argument.
- construct a plausible and persuasive argument with a clear, comprehensive, and analytical thesis, supported by relevant historical evidence — and describe, analyze, and evaluate the arguments of others in light of available evidence
- describe and evaluate evidence about the past from diverse sources (including written documents, works of art, archaeological artifacts, oral traditions, and other primary sources); pay attention to the content, authorship, purpose, format, and audience of such sources.

- describe, analyze, evaluate, and construct diverse interpretations of the past; be aware of how particular circumstances and contexts in which individual historians work and write also shape their interpretation of past events.
- analyze evidence and reasoning, determine the context, and evaluate points of view found in both primary and secondary sources
- know broad amounts of historical evidence
- prepare for and earn a grade of 3 or higher on the APUSH Exam

Required Texts and Materials

- Henretta, James A. *America's History, 8th edition*. 2014. (checked out in class)
- a dedicated spiral notebook, 120 pages (or longer); OR three smaller spiral notebooks or composition books, one for each trimester
- a two inch binder with (at least) 10 dividers

We will also be using documents and other primary data to help develop the skills necessary to analyze point of view, context and bias, and to interpret information. Therefore, students are also expected to complete a series of supplemental readings assigned and distributed throughout the course. Each unit guide will specify appropriate readings for that unit. A significant portion of these documents will be drawn from the Stanford History Education Group.

There is no substitute for reading! Reading is assigned virtually every week through Spring Break and students will have an online reading quiz due Friday. Do the reading faithfully. Plan to read the entire book! Reading quizzes will reflect AP-style multiple-choice, short-answer, and document analysis skills.

Academic Honesty and Plagiarism

Plagiarism of any kind will not be tolerated and result in automatically failing the assignment. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest. Evidence of such behavior will also result in automatic failure of the assignment for all parties involved.

Submitting Work and Online Access

Essays written outside of class will be required to be submitted through turnitin.com. This includes essay revisions! The class ID is _____ and the class enrollment password is apush2018. If online access is a problem, please see the teacher as soon as possible. Whenever possible, both physical and electronic materials will be provided.

Grading

Grades in APUSH are earned differently than in traditional courses. There are no “points” and the categories do not interact (e.g. high test scores do not compensate for low essay scores). Students must meet all criteria to earn a particular grade. Specific rubrics for all categories are attached and will be applied throughout the course.

	A	B	C
Reading	All notes completed proficiently on time. One late chapter per half trimester permitted. Reading quizzes must average 80%+.	All notes completed proficiently within a week of due date. Reading quizzes must average 70%+.	All notes completed within half trimester assigned. Reading quizzes must average 50%+.
Essays (DBQs/LEQs)	Average of 5.0+	Average of 4.0+	Average of 3.0+
SAQs	Average of 2.5+	Average of 2.0+	Average of 1.5+
Multiple choice exams	33+ (out of 55)	27+ (out of 55)	24+ (out of 55)
Course Theme Project	Must earn an A on project	Must earn a B (or higher) on project	Must earn a C (or higher) on project

*****Please be aware StudentVUE and ParentVUE are unable to accurately calculate overall grades using this system. Please examine individual assignment grades using the above criteria to determine overall grades.*****

Workload and Late Work

Students should expect to spend 2-4 hours each week reading for APUSH. There is no penalty for late work; work must be submitted by the end of the grading period (midterm or trimester) to be considered (see deadlines in next section). The only exception to this policy is

Grade Improvement/Recovery

Essays and short answer quizzes/exams may be rewritten as needed. Essay/short answer rewrites must be submitted within the half of the trimester they were assigned. Essay rewrites must be submitted through turnitin.com.

Trimester 1 midterm deadline:	Thursday, October 5 at 3:40 p.m.
Trimester 1 deadline:	Thursday, November 16 at 3:40 p.m.
Trimester 2 midterm deadline:	Friday, January 19 at 3:40 p.m.
Trimester 2 deadline:	Thursday, March 8 at 3:40 p.m.
Trimester 3 midterm deadline:	Thursday, April 19 @ 3:40 p.m.
2017-2018 deadline:	May 4 th , 2018 @ 3:40 p.m.

Course Outline

At the beginning of the year, a reading and test calendar will be provided for September-May. At the beginning of each trimester, a calendar guide will be provided. The calendar guided assignments as well as the topic(s) of discussion and study for each class period.

Note: This course is **cumulative**. Any previously learned material is fair game on any exam. Long-essay, DBQ, short answer, and multiple choice exams can and will require students to use evidence from past and current units.

Trimester 1: Native peoples (pre-contact) through the election of Lincoln (Ch. 1-13)

Trimester 2: The Civil War through post-World War II America (Ch. 14-26)

Trimester 3: The 1960s through Presidents George W. Bush and Obama (Ch. 27-31)

AP Exam

The National Examination (Friday, May 11, 2018) format:

3 hours, 15 minutes in length

- Fifty-five minutes, 55 stimulus-based multiple-choice questions (40% of score, 1 point each)
- Fifty minutes, 4 short-answer questions (20% of score, 3 points each)
- Fifteen minute reading period and 40 minutes to write DBQ (25% of score, 7 points possible)
- 35-minute long essay chosen from two options (15% of score, 6 points possible)

Students are required to take the AP Exam to earn credit for Trimester 3.