

# **AP United States History Course Syllabus**

## **2021-2022 Academic Year**

### **TEXTS AND ADDITIONAL READINGS:**

- Fraser, J. W. (2015). *By the People - A History of the United States*. New York University: Pearson Education. - **MAIN TEXT**
- Pearson Education-AP Test Prep Series Workbook for AP US History
- Pearson Education-Supplementary Documents Workbook
- Howard Zinn. *A People's History of the United States* (New York: Harper Perennial, 2005)
- A variety of primary sources throughout United States History

### **COURSE OVERVIEW**

This course is designed to provide a college-level experience and preparation for the AP Exam on **Friday May 6th, 2022 at 8am**. An emphasis is placed on interpreting documents, mastering a significant body of factual information, and writing critical essays. Topics include: Contact and Exploration (1491-1607), Settlements Old and New (1607-1754), A New Birth of Freedom - Creating the United States of America (1754-1800), Crafting a Nation, People, Land, and a National Identity (1800-1848), Expansion, Separation, and a New Union (1844-1877), Becoming an Industrial World Power - Costs, Benefits, and Responses (1865-1914), War Prosperity and Depression (1890-1945), Fears, Joys and Limits (1945-1980), and Certainty, Uncertainty, and New Beginnings (1980-present).

In addition to the topics listed above, the course will emphasize a series of key themes throughout the year. These themes have been determined by the College Board as essential to a comprehensive study of United States history. The themes will include discussions of 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), and Social Structures (SOC). The course will trace these themes throughout the year, emphasizing the ways in which they are interconnected and examining the ways in which each helps to shape the changes over time that are so important to understanding United States history.

## **COURSE OBJECTIVES**

Students will:

- ❖ master a broad body of historical knowledge
- ❖ demonstrate an understanding of historical chronology
- ❖ use historical data to support an argument or position
- ❖ interpret and apply data from original documents, including cartoons, graphs, maps, diaries, speeches, letters, etc.
- ❖ effectively use analytical skills of evaluation, cause and effect, compare and contrast
- ❖ work effectively with others to produce products and solve problems
- ❖ prepare for and take the AP U.S. History Exam

## **ORGANIZATION**

Students are responsible for keeping up with reading assignments and being aware of, and ready for, quizzes and tests. Class will be a combination of lecture, coverage of discussion questions, and answering student questions. Online work will seek to build the skills and knowledge that are introduced in class.

***Communication is key to staying organized.*** Please communicate with me if something isn't working for you or if you need extra help on an assignment.

## **EVERYDAY CLASS EXPECTATIONS AND PROCEDURES**

- ★ We will treat everyone in the class with respect
  - ★ We will treat all school and personal materials and supplies appropriately
  - ★ We will support the learning and growth of all members of the class
  - ★ We will arrive to class on time with our materials (notebook/binder, pen/pencil, charged chromebook, face covering) and we will complete our work in a timely manner
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- When class begins, walk straight to your assigned seat
  - Begin answering the warm up questions on the board
  - Keep your mask on for the duration of class. Mask breaks will be at the teacher's discretion.
  - Be prepared to answer discussion questions using your knowledge from weekly readings
  - Always bring a charged Chromebook to class

**Absences:** When absent, each student is responsible for finding out the work they missed. This means getting homework assignments, notes, handouts, etc.

**Late Policy:** Work handed in late will result in a reduction from final grade unless students seek an extension **prior** to the due date. Extensions will be granted at the discretion of the teacher.

## **GRADING**

Tests/Quizzes/Essays – 60%

- Test questions will be designed after the AP exam. Tests will always be announced ahead of time and will be organized by unit.
- Quizzes will focus on basic knowledge such as vocabulary, major events, or as reading checks.
- Essays will be completed both in class and at home throughout the year. All writing assignments will be based on the three types of essays students will be expected to complete on the exam.
  - **Document Based Question:** An essay in which students are given a variety of sources they must use to answer a question.
  - **Long Essay Question:** A broad historical question that generally asks students to analyze a time period, theme, concept, or lasting situation.
  - **Short Answer Questions:** A series of 3 questions all pertaining to a specific topic that students must answer thoroughly and succinctly.

Weekly Assignments - 25%

- Each week students will complete a set of longer assignments. These assignments are designed to be self-paced and they will accompany the themes and skills we develop during class.
- Smaller classwork assignments that students complete

Chapter Readings – 15%

- Students will read a chapter from our textbook, *By the People - A History of the United States*, each week. Chapters are assigned through Google Classroom on Wednesday and due the following Wednesday by midnight. Students will complete a guided notes assignment that accompanies each chapter. It is essential to take good notes while reading as your notes will help you study for the exam.

**\*\*\*Plagiarism:** I have a **zero tolerance** policy for plagiarism. Any suspected plagiarism, including work copied from the internet, or from another student, will be reported to the office and disciplinary action may occur. **Students are not allowed to work together on assignments unless there is specific permission from the teacher.** \*\*\*

**Please email me with any questions or  
concerns: [semurphy@town.hull.ma.us](mailto:semurphy@town.hull.ma.us)**

For your first homework assignment, students and their guardians will review this syllabus together and sign below. Please return the attached slip by **Thursday, Sept. 2nd.**

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I acknowledge that I have read and understood the above expectations and procedures for AP US History.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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