

APUSH Syllabus
Advanced Placement United States History
Mr. Preisse

The Course: This course is designed to teach students to think critically about the issues that have confronted and influenced the United States through a process that integrates the examination of factual knowledge, the development and application of analytic skills, and the assessment of primary and secondary sources. This class is the equivalent of an introductory college survey course in U.S. history, and its content spans the discovery and settlement of the New World to the present. The AP U.S. History course focuses on developing students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (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) that students explore throughout the course in order to make connections among historical developments in different times and places.

AP United States History students will:

Develop thinking skills and enduring understandings necessary to deal critically with the main issues and documents of U.S. history Prepare for intermediate and advanced college courses by making demands equivalent to those made by full-year introductory college courses Analyze and interpret primary and secondary sources—their relevance, historical context, authorship, intention, point of view, their reliability, and their importance — and weigh the evidence and interpretations of the past presented as well as comparing and synthesizing varying viewpoints. Arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format, displaying mastery of historical thinking skills and thematic understandings of course content. Work effectively with others to analyze history.

Historical Thinking Skills

1. Historical Causation

Historical thinking involves the ability to 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.

Proficient students should be able to ...

- Compare causes and/or effects, including between short-term and long-term effects.

- Analyze and evaluate the interaction of multiple causes and/or effects.
- Assess historical contingency by distinguishing among coincidence, causation, and correlation, as well as critiquing existing interpretations of cause and effect.

2. Patterns of Continuity and Change Over Time

Historical thinking involves the ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying lengths, as well as relating these patterns to larger historical processes or themes.

Proficient students should be able to ...

- Analyze and evaluate historical patterns of continuity and change over time.
- Connect patterns of continuity and change over time to larger historical processes or themes.

3. Periodization

Historical thinking involves the ability to describe, analyze, evaluate, and construct models that historians use to organize history into discrete periods. To accomplish this periodization of history, historians identify turning points and recognize that the choice of specific dates gives a higher value to one narrative, region, or group than to other narratives, regions, or groups. How one defines historical periods depends on what one considers most significant — political, economic, social, cultural, or environmental factors. Changing periodization can change an historical narrative. Moreover, historical thinking involves being aware of how the circumstances and contexts of a historian's work might shape his or her choices about periodization.

Proficient students should be able to ...

- Explain ways that historical events and processes can be organized within blocks of time.
- Analyze and evaluate competing models of periodization of United States history.

4. Comparison

Historical thinking involves the ability to describe, compare, and evaluate multiple historical developments within one society, one or more developments across or between different societies, and in various chronological and geographical contexts. It also involves the ability to identify, compare, and evaluate multiple perspectives on a given historical experience.

Proficient students should be able to ...

- Compare related historical developments and processes across place, time, and/or different societies, or within one society.
- Explain and evaluate multiple and differing perspectives on a given historical phenomenon.

5. Contextualization

Historical thinking involves the ability to connect historical events and processes to specific circumstances of time and place and to broader regional, national, or global processes.

Proficient students should be able to ...

- Explain and evaluate ways in which specific historical phenomena, events, or processes connect to broader regional, national, or global processes occurring at the same time.
- Explain and evaluate ways in which a phenomenon, event, or process connects to other, similar historical phenomena across time and place.

6. Historical Argumentation

Historical thinking involves the ability to define and frame a question about the past and to address that question through the construction of an argument. A plausible and persuasive argument requires a clear, comprehensive, and analytical thesis, supported by relevant historical evidence — not simply evidence that supports a preferred or preconceived position. In addition, argumentation involves the capacity to describe, analyze, and evaluate the arguments of others in light of available evidence.

Proficient students should be able to ...

- Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence.
- Construct convincing interpretations through analysis of disparate, relevant historical evidence.
- Evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments.

7. Appropriate Use of Relevant Historical Evidence

Historical thinking involves the ability to describe and evaluate evidence about the past from diverse sources (including written documents, works of art, archaeological artifacts, oral traditions, and other primary sources) and requires the students to pay attention to the content, authorship, purpose, format, and audience of such sources. It involves the capacity to extract useful information, make supportable inferences, and draw appropriate conclusions from historical

evidence, while also noting the context in which the evidence was produced and used, recognizing its limitations and assessing the points of view it reflects.

Proficient students should be able to ...

- Analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context germane to the evidence considered.
- Based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions.

8. Interpretation

Historical thinking involves the ability to describe, analyze, evaluate, and construct diverse interpretations of the past, and being aware of how particular circumstances and contexts in which individual historians work and write also shape their interpretation of past events. Historical interpretation requires analyzing evidence, reasoning, determining the context, and evaluating points of view found in both primary and secondary sources.

Proficient students should be able to ...

- Analyze diverse historical interpretations.
- Evaluate how historians' perspectives influence their interpretations and how models of historical interpretation change over time.

9. Synthesis

Historical thinking involves the ability to develop meaningful and persuasive new understandings of the past by applying all of the other historical thinking skills, by drawing appropriately on ideas and methods from different fields of inquiry or disciplines, and by creatively fusing disparate, relevant, and sometimes contradictory evidence from primary sources and secondary works. Additionally, synthesis may involve applying insights about the past to other historical contexts or circumstances, including the present.

Proficient students should be able to ...

- Draw appropriately on ideas and methods from different fields of inquiry or disciplines.
- Combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past.
- Apply insights about the past to other historical contexts or circumstances, including the present.

Prepare for the AP exam in May.

This test will cost around \$90, and will be given in May. The cost of the exam will be covered by the West Branch Local Schools. In an effort to allow for greater equality and opportunity, there will be no pre-requisite for the APUSH course. Students must be committed to hard work. The course covers approximately 500 years of US history, more than twice the content of the grade-level course, so it is quite challenging and fast paced. College admission boards also recognize this, and they look favorably at students who choose to complete AP coursework.

Test Breakdown:

Section 1: Part A: 55 multiple choice questions: 55 minutes, 40% of score

Part B: 3 short-answer questions: 40 minutes, 20% of score

Section 2: Part A: 1 DBQ: 60 minutes (15 mins. of planning), 25% of score

Part B: 1 long-essay question: 40 minutes, 15% of score

Further information regarding this course can be found at:

http://apcentral.collegeboard.com/apc/members/exam/exam_information/224882.html?ep_ch=P&ep_mid=11128422&ep_rid=92726545

AP Grading Scale

A	=	88-100
B	=	75-87
C	=	67-74
D	=	60-66
F	=	0-59

Course Text and Secondary Source Readings

Recognized AP Text:

United States History: Preparing for the Advanced Placement Examination by John J. Newman and John M. Schmalbach (2018 edition) published by AMSCO.

Students will also be given primary and secondary sources (essays, articles, documents, etc.) within each unit. These may be used in class discussions, debates, document analysis, cooperative activities, or essay preparation. Sources will be provided in class, on Mr. Preisse's Classroom page. Examples include:

American Colonies: The Settling of North America by Alan Taylor; Penguin Books

© 2001.

Chronological survey text of the establishment of the British North American colonies.

From Slavery to Freedom, 9th ed. by John Hope Franklin and Evelyn Brooks
Higginbotham; Alfred A. Knopf, New York © 2011.

Chronological book of Black American history.

The History of Women in America by Carol Hymowitz and Michaela Weissman;
Bantam Doubleday, New York © 1990.

Chronological survey of the changing role of women in American history.

Mammoth Book of Native Americans by Jon E. Lewis, ed.; Carroll & Graf, New York
© 2004.

Detailed coverage of Native Americans – their life, conflicts, and American government policy.

Mexican Americans/American Mexicans by Matt S. Meier and Feliciano Ribera;
Hill and Wang, New York © 1993.

Chronological account of Hispanics (primarily Mexicans) in the United States (from Spanish
settlement to modern times).

Mexicanos: A History of Mexicans in the United States by Manuel G. Gonzales; Indiana
University Press, Bloomington © 1999.

Chronological analysis of Mexicans in the United States.

Through Women's Eyes by Ellen Carol DuBois and Lynn Dumenil; Bedford/
St. Martin's, Boston © 2005.

A recent chronological analysis of the changing role of women in the United States.

The Urbanization of Modern America by Zane L. Miller and Patricia M. Melvin;
Harcourt, Brace, Jovanovich, New York © 1987.

A survey of the growth and development of the American city. Also contains good analysis of
the impact of immigrants on the American city.

Contact Information:

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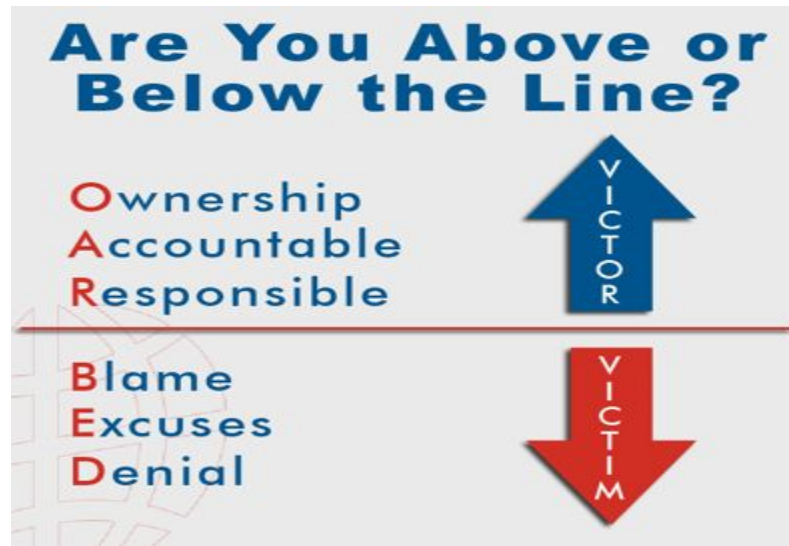
High School- Website- (Linked to West Branch High School server)

Teacher Expectations

In order to succeed in AP US history and be adequately prepared for the AP exam in May, a considerable time commitment is necessary. Each class period includes 45 minutes of instruction, assessment, and practice. During class, students are expected to arrive promptly and prepared, participate, and act responsibly. Outside class, students are expected to commit to at least 1 hour of reading, studying, and preparation for each class period.

Other Basic Expectations:

- Students will turn work in on time...
- consistently work hard...
- not expect to be spoon fed material...
- take responsibility for their own learning...
- strive to think like a historian...
- back up opinions with evidence...
- be honest and do their own work...
- communicate and ask for help when needed...
- follow school policies
- Strive to live above the line
- No BCD
 - Blaming other
 - Complaining about your circumstances
 - Defending yourself for not doing what you should of.

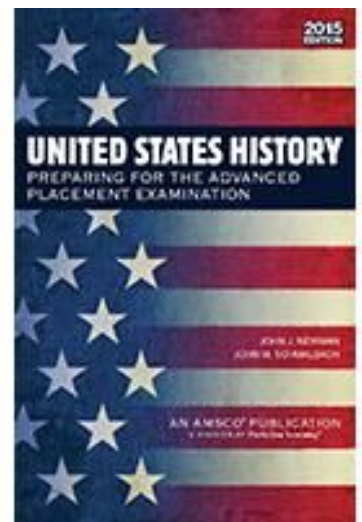


1. One spiral notebook, standard size from 70 pages to 150 pages. 70 page spiral is recommended. The spiral should be brought to class each day.



2. Yellow, 8 ½ X 11 writing pad, used for writing assignments and tests, to be left inside in classroom, may be college or wide ruled

3. One Three-ring binder (or some means of storing any papers that may be distributed and tracking your notes).
4. 5. Ink pens, almost all work not completed digitally will be completed in ink!
5. High quality eraser (This is optional but comes in handy on scantrons/multiple choice tests, because poor erasures may cause grading errors)
6. #2 Pencils to be used ONLY on zipgrader... all other work will be completed digitally or in ink
7. GUIDEBOOK United States History: Preparing for the Advanced Placement Examination by John J. Newman (2017 revised edition) published by AMSCO.



Pacing Basics

School begins on September 6th, 2017, and the AP exam is on May 11th, 2017. First semester includes 81 class periods (45 minute each) and 4 semester exam days. Second semester includes 71 class periods (before AP exam). This pacing calendar includes those dates prior to the AP exam.

One pacing goal is to get through the Progressive Era by the end of the first semester. This pace is often impractical based on student progress and other variables, so finishing with the Gilded Age by December is often more realistic. Another goal is to set aside a minimum of three weeks for thematic course review just prior to the AP exam.

% of AP Test	Units of Study	Historical Periods	AMSCO Chapters Covered	Lengths of Units
15%	Unit 1	Preliminary skill instruction Periods 1 and 2 Pre-Columbian Era and contact through Colonization 1491-1754	1-3	14 days 10 Days content, 2 days review and consolidation, 2 test days
12%	Unit 2	Period 3: Revolutionary Period through the Early Republic 1754-1800	4-6	16 Days 12 days content, 2 days review and consolidation, 2 test days
10%	Unit 3	Period 4: Jefferson Era through Jackson Reforms 1800-1848	7-8, 10-11	14 days 10 days content, 2 days review and consolidation, 2 test days
13%	Unit 4	Period 5: Manifest Destiny, Sectionalism, Civil War through	9, 12-15	16 days 12 days content, 2 days review and

		Reconstruction		consolidation, 2 test days
13%	Unit 5	Period 6: Westward Expansion, Gilded Age-Progressive Era 1865-1914	16-19, 21	16 Days 12 days content, 2 days review and consolidation, 2 test days
17%	Unit 6	Period 7, Part I(Period 7 is divided into two parts) Rise to power-WWI through the 1920's. 1890-1929	21-23	12 days Following populists and progressive review day. 1st day of 2nd semester 8 days content, 2 days review and consolidation, 2 test days
	Unit 7	Period 7, Part 2 Great Depression through WW2, 1929-1945	24-25	12 days 8 days content, 2 days review and consolidation, 2 test days
15%	Unit 8	Period 8, Cold War through the 1970's, 1945-1980	26-29	16 days 12 days content, 2 days review and consolidation, 2 test days
5%	Unit 9	Period 9 The Reagan Era to the present 1980-present	30-31	12 days 8 days content, 2 days review and consolidation, 2 test days
	Unit 10	Period 1-9 Thematic Course Review	1-30	18 days 14 days thematic review, 4 days mock exam practice and debriefing

Unit Activities

Lecture and Discussion of Topics: Students will participate in discussions based on course topics

Primary Source Analysis: Students analyze primary sources. In this, they identify, analyze, and evaluate each of the sources. Students analyze the sources for two or more of the following features: historical context, purpose and intended audience, the author's point of view, type of source, argument and tone.

You Be the Judge: Students analyze disparate primary source documents on the same topic. Students then compare and contrast the viewpoints expressed in the documents, and supported by the evidence presented, and in the context of the historical period determine which authors made a stronger case.

Projects: Students will participate in numerous individual and groups projects. Normally these will be research-based projects that culminate in a paper or presentation to classmates.

Six Degrees of Separation: Students will be provided with two events spanning decades, but related by their theme. They will select six events in chronological order that link the first event in the series with the last. Students will write the name of each selected event, and use their research and knowledge of the time period to describe and emphasize the ways in which the

events are connected and demonstrate continuity and change over time. There will be at least one Six Degrees of Separation assignment per unit.

Reading Quizzes: In AP U.S. history students will periodically take “reading quizzes” on the chapter that was assigned to be read. These quizzes will come in various forms - some will have multiple-choice questions, some will require writing, listing, matching, etc. The format will change throughout the school year. The purpose of the quizzes is to make sure students are keeping up with the assigned reading and not saving it until the night before the unit exam.

Unit Exams: Each history unit exam will follow the format of the multiple-choice/essay portions of the AP exam. Each exam will have at least multiple choice questions (approximately 50% testing for content knowledge and 50% for history skill application), short answer questions, and a choice essay (or two).

History Essays: There will be three types of essays in this course:

Long Essay Question

A "regular" thesis-based essay. You will be expected to utilize facts from your knowledge base to support your thesis.

Document Based Questions(DBQs)

These are also thesis-based essays but the written material is guided by a set of documents related to the question. The key to these essays is how well you analyze the given material and complexity of the assigned question.

Short Answer Question

Based on print or visual stimuli – you will be expected to answer three interpretive questions based on your knowledge of the relevant historical time period and other pertinent information.

THEMES IN AP U.S. HISTORY (Thematic Learning Objectives)

At the completion of AP U.S. History, the student will be able to identify and explain the major individuals and turning points in American History based on the following themes:

1. American and National Identity (NAT)
2. Politics and Power (POL)
3. Work, Exchange, and Technology (WXT)
4. Culture and Society (CUL)
5. Migration and Settlement (MIG)
6. Geography and the Environment (GEO)
7. America in the World (WOR)