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# **Course Purpose**

# The AP US History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in US history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials – their relevance to a given interpretive problem, reliability, and importance – and to weigh the evidence and interpretations presented in historical scholarship. The AP US History course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format (College Board Course description).

# The AP US History course will also train students to analyze and interpret primary sources, including documentary material, maps, statistical tables, and pictorial and graphic evidence of historical events. Students will learn to take notes from both printed materials and lectures/discussions, write essay exams, and write analytical papers. They will learn to express themselves with clarity and precision and know how to cite sources and credit the phrases and ideas of others (College Board, 13).

# **Course Texts and Readings:**

Created Equal Text Book

Jacqueline Jones, Peter Wood, Thomas Borstelmann, Elaine Map, Vicki Ruiz. Created Equal (New York: Pearson Longman, 2006).

Documenting United States History: Themes, Concepts and Skills for the AP Course

Stacy, Jason. *Documenting United States History: For the Ap Us History Course*. Place of Publication Not Identified: Bedford Bks St Martin'S, 2015. Print.

United States History: Preparing for the Advanced Placement Examination

Newman, John J., and John M. Schmalbach. *United States History: Preparing for the Advanced Placement Examination*. New York, NY: Amsco School Publications, 2016. Print.

Historical Thinking Skills: A Workbook for US History

Irish, John P. *Historical Thinking Skills: A Workbook for U. S. History*. New Your, NY: W.W. Norton & Co. 2015. Print.

The Oxford Book of the American South

Ayers, Edward L., and Bradley C. Mittendorf. *The Oxford Book of the American South: Testimony, Memory, and Fiction*. New York: Oxford UP, 1997. Print.

Voices of a People’s History

Zinn, Howard, Anthony Arnove, and Howard Zinn. *Voices of A People's History of the United States*. New York: Seven Stories, 2004. Print.

# **Major Themes of AP United States History**

# These themes will be incorporated into each unit’s readings, assignments, tests and quizzes and reflect the most updated 2019 APUSH Course Redesign and the descriptions below come directly from the College Board course description.

**Migration and Settlement**

This theme focuses on why and how the various people who moved to and within the United States both adapted to and transformed their new social and physical environments.

**America in the World**

This theme focuses on the interactions between nations that affected North American history in the colonial period, and on the influence of the United States on world affairs.

**American and Regional Culture**

This theme focuses on the how and why national, regional, and group cultures developed and changed as well as how culture has shaped government policy and the economy

**Geography and the Environment**

This theme focuses on the role of geography and both the natural and human-made environments in the social and political developments in what would become the United States.

**Politics and Power**

This theme focuses on how different social and political groups have influenced society and government in the United States as well as how political beliefs and institutions have changed over time.

**Identity: American and National Identity**

This theme focuses on how and why definitions of American and national identity and values have developed among the diverse and changing population of North America as well as on related topics such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.

**Exchange, Work and Technology**

This theme focuses on the factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government.

**Social Structures**

This theme focuses on how and why systems of social organization develop and change as well as the impact that these systems have on the broader society.

# **Basic AP United States History Pacing**

**1 Semester Course**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Topic | Years Covered | Created Equal Text Chapters | Number of Days Spent on Content | Approximate Percent of AP Exam |
| Period 1   * Pre-Columbian America | 33,000 BC-1607 | 1 | 2 | 4-6% |
| Period 2   * Colonial America | 1607-1754 | 2-5 | 6 | 6-8% |
| Period 3   * The French and Indian War * American Revolution * Constitution * The Federalists | 1754-1800 | 5-9 | 7 | 10-17% |
| Period 4   * Jeffersonian Democracy * Jacksonian Democracy * Manifest Destiny | 1800-1848 | 9-12 | 7 | 10-17% |
| Period 5   * Antebellum America * Civil War * Reconstruction | 1848-1877 | 13-15 | 7 | 10-17% |
| Period 6   * Gilded Age * Populism * The Great American West | 1865-1898 | 16-17 | 7 | 10-17% |
| Period 7:   * Progressivism * Imperialism * World War I * The 1920s * Great Depression * World War II | 1898-1945 | 18-23 | 10 | 10-17% |
| Period 8   * Post War America * The Cold War | 1945- | 24-27 | 8 | 10-17% |
| Period 9   * The Reagan Revolution * The Modern Era | 1919-1939 | 28-30 | Summer Assignment | 4-6% |

**Procedures**

Attendance:

It is in your best interest to be present and on time to class every day. This course is designed to be college level and I will strive to make it so. When you are absent, please make sure that you call or email a classmate so that you can be aware of our class agenda for the day and to get the day’s notes.

Grade Scale:

* Exams and Quizzes: 45%
  + - You can expect a test at the end of every other period as well as quizzes within each period of study. All tests, exams, and quizzes will be timed to start preparing you for the AP Exam.
    - Quizzes will occur throughout each unit and can include, but are not limited to: reading quizzes, notebook quizzes and index page quizzes.
* Essays: 45%
  + - You can expect to write in APUSH almost every day. We will learn to write effective DBQ essays, long essay questions, as well as short answer questions, all of which appear on the APUSH exam. We will be writing very few essays at home, focusing on the required timed in-class essays.
    - Not every piece of writing will be a formal essay. This category allows for smaller, and less formal, writing samples.
* Homework: 10%
  + You will be given an assignment schedule at the beginning of each unit. The goal of the schedule is to take a lot of reading and to break it up into manageable pieces for you. However, it is your responsibility to keep up with it. Waiting until the night before will prove to be a very daunting, if not impossible, task! Other homework assignments will be assigned as the semester continues.

Communication:

* Visit me at: [www.shaverapush.weebly.com](http://www.nozshaver.weebly.com)
* Follow me: @mrsshaverAPUSH

Cell Phone Policy:

Cell phones have become a major distraction in the modern classroom. Over the past several years I have worked to try to find ways to work with the kids and help them grow into responsible students. This year, I will be instituting a phone charging station in class. Students will have the option to choose to put their phone in a pouch during class and charge it, or if they are using it during instruction students will be directed to charge it at the station. During all assessments, students will be required to put their phones in the stations.

Required Class Supplies:

* 1 Binder (D-Clip Binders (2” or 3”) recommended)
* Regular subject dividers
* College Lined Binder Paper

Suggested Class Donations:

* Cell phone charging cable
* Multi-Colored Whiteboard Markers • Hard Candies • Clorox Wipes
* Hand Sanitizer • Kleenex Tissues
* Ream of Single Colored Printer Paper (Neon or Pastel are great, 1 color packs please)

Reading Notes:

Nightly readings and/or activities will be available for students at the beginning of each unit via the unit assignment schedule. This will be handed out in class as well as available on the class website.

Almost every night of the week, there will be assigned readings to complete at home, usually from the textbook. Students will be expected to take notes on their readings. The format of their notes should be as follows:

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* Main ideas of section
* Most salient points from reading

Quizzes:

Students will take quizzes at regular intervals that test knowledge. Quizzes are intended to balance the rigor of the exams with maintaining their content knowledge.

Period Exams:

Exams are intended to be rigorous and cumulative in nature. Students should expect an exam at the end of each period of study. On each exam, students will encounter “stimulus based” multiple choice questions, vocabulary identifications, as well as writing samples. Please expect exams to take approximately 2 weeks to return.

Writing:

Writing in integral to the APUSH curriculum as the exam require three different types of writing. Students should expect to write several times a week, both formally and informally.