

ADVANCED PLACEMENT UNITED STATES HISTORY COURSE SYLLABUS

GENERAL STATEMENT

Welcome back to Council Rock! Why would a student elect an Advanced Placement course? Two motivations need consideration:

- Signaling to ...
- Learning of ...

To be successful in this course – positive signal, relevant learning – you must be willing to:

1. **complete** all reading assignments
2. **analyze** and **evaluate** the reading assignments
3. **discuss** your observations about the reading assignments in class

COURSE APPROACH

Even though there is little to recommend in the mechanical memorizing of names and dates, there is a certain mainstream body of information – canon – you will need to draw upon in exercising your scholastic abilities. The information for APUS is chronological and organized around various themes within each unit. Collegiate expectations imply collegiate techniques of instruction. This will entail **lecture** on vital content, **discussion** of independent reading, and **evaluation** via **writing assignments**. Given the nature of the course, it is impossible to “cover” in class all material you may see on the AP exam. As in a college course, a you must **independently** glean content from the **textbook**.

GENERAL RULES AND CONSEQUENCES

- You are in high school; I will not insult you by telling you how to conduct yourselves in a classroom setting.
- The 1st and 2nd compliance failure will result in a warning, the 3rd and 4th will result in detention / further action if needed.

ASSESSMENTS & GRADING

- You will have ample notice (usually a week or more) for unit exam dates. As per Council Rock regulations, after reviewing unit exams in class, you have the option of taking the unit exams home.
- Like the APUS Exam, scores earned on prepared written work are a crucial part of each marking period’s grade.
- Most **quizzes in this course are unannounced**. In most of cases, if you are absent and miss a quiz, you will to take a make-up quiz the **day you return**. Importantly, however, I *will not* quiz you on any material for which you are not responsible.
- All marking period grades and the **final course grade** will be determined by the grade conversion chart found in your student handbook.

ATTENDANCE AND ABSENCES

- Class begins on time; be prompt.
- Regular attendance is vital. You cannot learn if you are not here! In most cases, one week suffices to complete missed work. Please keep in mind that it is **your** responsibility to find out what work you missed. It would be a good idea to network with a classmate to help with this process.
- In accordance with school policy, more than 20 days of absence may result in loss of credit for this course.

NOTEBOOK, TEXTBOOK & CLASS PREPARATION

- The text is Alan Brinkley’s *American History: Connecting with the Past*.
- Previous students have told me that a **three-ring binder** works best for my classes.
- Bring your **notebook** to class **every** day
- **Review your class notes every night!!**

AP EXAM STRUCTURE

Section	Question Type	Number of Questions	Timing	Percentage of Total Exam Score	Section	Question Type	Number of Questions	Timing	Percentage of Total Exam Score
I	Part A: Multiple-choice questions	55 questions	55 minutes	40%	II	Part A: Document-based question	1 question: periods 3-8	60 minutes (includes a 15-minute reading period)	25%
	Part B: Short-answer questions	3 questions	40 minutes	20%		Part B: Long essay question	1 question, chosen from three options on the same theme:	40 minutes	15%
		<ul style="list-style-type: none"> • Required Question 1: periods 3-8 • Required Question 2: periods 3-8 • Choose between <ul style="list-style-type: none"> • Question 3: periods 1-5 OR • Question 4: periods 6-9 					<ul style="list-style-type: none"> • periods 1-3 • periods 4-6 • periods 7-9 		

AP EXAM PERIODIZATION

Time Period Description	Text Chpt(s)	Associated Years	% of AP Exam	
PERIOD 1: On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.	1	1491 – 1607	+/-5%	
PERIOD 2: Europeans and American Indians maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and native societies emerged.	2,3,4	1607 – 1754	+/-13%	+/-50%
PERIOD 3: British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation's social, political, and economic identity.	5,6	1754 – 1800	+/-13%	
PERIOD 4: The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes. The unique character of the North, South, and West materialized.	7,8,9 10,11,12	1800 – 1848	+/-13%	
PERIOD 5: As the nation expanded and its population grew, regional tensions, especially over slavery, led to a civil war — the course and aftermath of which transformed American society.	13,14,15	1844 – 1877	+/-13%	
PERIOD 6: The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.	16,17,18	1865 – 1898	+/-13%	+/-40%
PERIOD 7: An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role.	19,20,21 22,23,24 25,26	1890 – 1945	+/-13%	
PERIOD 8: After World War II, the United States grappled with prosperity and unfamiliar international responsibilities, while struggling to live up to its ideals. Demographic developments led to socioeconomic polarities.	27,28 29,30	1945 – 1980	+/-13%	
PERIOD 9: As the United States moved to a new century filled with challenges and possibilities, it experienced ideological/cultural debates, sought to redefine foreign policy, and adapted to changes in science and technology.	31,32	1980 –	+/-5%	

THEMES OF UNITED STATES HISTORY

COURSE THEMES (from College Board)	POLARITIES (epistemology: discerned \leftrightarrow revealed)		
AMERICAN AND NATIONAL IDENTITY (NAT)	group identity majority	\leftrightarrow \leftrightarrow	Individual identity minority
WORK, EXCHANGE, AND TECHNOLOGY (WXT)	inflation-growth innovation	\leftrightarrow \leftrightarrow	recession-contraction tradition
GEOGRAPHY AND THE ENVIRONMENT (GEO)	enviro-utilization transformation	\leftrightarrow \leftrightarrow	enviro-conservation adaptation
MIGRATION AND SETTLEMENT (MIG)	integration assimilation	\leftrightarrow \leftrightarrow	marginalization separation
POLITICS AND POWER (PCE)	security national	\leftrightarrow \leftrightarrow	freedom local
AMERICA IN THE WORLD (WOR)	intervention war	\leftrightarrow \leftrightarrow	isolation peace
ARTS AND CULTURE (ARC)	subjective-esoteric national	\leftrightarrow \leftrightarrow	objective-prosaic regional
SOCIAL STRUCTURES (SOC)	order equality	\leftrightarrow \leftrightarrow	chaos hierarchy

AP COURSE PACING GUIDE

M.P.	Unit Title & Time Frame	Text Chapters
1	America 1491 to 1754	1,2,3
	American Republic 1754 to 1800	4,5,6
	American Union 1800 to 1846	7,8,9,10,11
2	American Nation 1846 to 1896	12,13,14,15,16
	American Empire 1865 to 1898	17,18,19
	American "Island" 1898 to 1941	20,21,22,23,24
3	American Superpower! 1941 to 1960	25,26,27,28
	American Superpower? 1960 to 1980	29,30
	American ... Defined ... 1980 to 2001	31,32
4	Unit Title _____ – 2001 to Present <i>Even though this unit follows the AP exam, we are still "online" as a class. The course does not end after the AP exam.</i>	Current Events

COLLEGE BOARD – JOINING "YOUR AP CLASS" SECTION

- <https://myap.collegeboard.org>
- Section Join Code: RNEG22

I have read and understand the above.

Student _____ Date _____

Parent _____ Date _____