**Advanced Placement United States History**

**Course Objective**: To do History and by this action gain an understanding of United States History which allows us to think critically, be successful on the AP exam, and develop as 21st century citizens and learners.

**Supplies**:

• **Class Materials:** Notebook and college ruled paper. Essays are due frequently. You may email them to me at kim.barrett@guthrieps.net However, it is up to you to ensure I received them. You might want to add a receipt request to your email.

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 **Textbooks will be sent to remain at home. A classroom set of text will be available for days text are needed in class. DO NOT carry your text in your backpack. Damage to text will result in a $145 charge. Additional reading material will be provided for in class projects.**

**I.** **Historical Thinking Skills**

Skill I: Historical Causation-compare causes/effects analyze and evaluate multiple causes and effects, and distinguishing coincidence and correlation

Skill II: Patterns of Continuity and Change over Time-analyze and evaluate historical patterns of continuity and change over time

Skill III: Periodization-organizing events within blocks of time

Skill IV: Comparison-historical developments and processes across place, time, and societies

Skill V: Contextualization-specific events connect to broader regional, national, or process connect to other

Skill VI: Historical Argumentation-evaluate and synthesize conflicting historical evidence

Skill VII: Appropriate Use of Relevant Historical Evidence-use features such as audience, purpose, point of view, argument, limitations, etc..

Skill VIII: Interpretation-analyze diverse historical interpretations

Skill IX: Synthesis-apply insights about the past or historical context

 **II.** **Themes**

A. Identity (ID)

B. Work, exchange, and technology (WXT)

C. Peopling (PEO)

D. Politics and Power (POL)

E. America in the world (WOR)

F. Environment and geography-physical and human (ENV)

G. Ideas, beliefs, and culture (CUL)

**III.** **Outline of Course**

**Each unit of study will address the concept questions as related to the time period**

1. How has the American national identity changed over time? (Identity)

2. How have changes in markets, transportation, and technology affected American society? (Work, Exchange, and Technology)

3. How have changes in migration and population patterns affected American life? (Peopling)

4. How have various groups sought to change the federal government’s role in American political, social, and economic life? (Politics and Power)

5. How has U.S. involvement in global conflicts set the stage for domestic social changes? (America in the World)

6. How did the institutions and values between the environment and Americans shape various groups in North America? (Environment and Geography)

7. How have changes in moral, philosophical, and cultural values affected U.S. history? (Ideas, Beliefs, and Cultures)

**Final Weeks before the Exam and School**

Students will take TWO AP Exams for a Grade

**Information**

Email: Kim.barrett@guthrieps.net 405-282-5906 x8740 (11:40-1:30 Power Hour)

All course work is divided into 9 units and within each unit the following assignments are required.

1. Homework-various assignments such as reading guides, online primary source readings etc… are mandatory, if not turned in on time and complete, a zero will be entered in the grade book.

From 5 to 50 points

2. Quizzes-based on the text (Value will be from 15-30 points)

3. Multiple Choice Test (Questions can be from the textbook, primary document readings, and past AP exams)

4. In Class Short Answers-Questions are meant to illustrate various types of questions. These DO NOT require a thesis statement.

5. Document-Based Questions: The main focus will be a specific skill: causation, change and continuity over time, comparison or periodization. YOU MUST HAVE A RELEVANT THESIS. You must use all except one document to receive full credit.

6. Long Essay Questions: Requires students to demonstrate historical argumentation and patterns of continuity and change over time. YOU MUST HAVE A RELEVANT THESIS

**Scoring Rubrics**

**AP U.S. History Document Based Question Rubric**

**Maximum Possible Points: 7**

**A.** **Thesis: 0-1 point**

Skill assessed: Argumentation and targeted skill

 States a thesis that directly addresses all parts of the question. The thesis must do more than restate the question

**B.** **Analysis of historical evidence and support of argument: 0-4 points**

Skill assessed: Use of Evidence, Argumentation, and targeted skill (e.g. Comparison)

 1 point-offers plausible analysis of the content of a MAJORITY of the documents, explicitly using this analysis to support the stated thesis or a relevant argument

OR

 2 points-offers plausible analysis or BOTH the content of a MAJORITY of the documents, explicitly using this analysis to support the stated thesis or a relevant argument AND at least one of the following for the MAJORITY of the documents: intended audience, purpose, historical context, and the author’s point of view

OR

 3 points-offers plausible analysis or BOTH the content of ALL or ALL but one of the documents, explicitly using this analysis to support the stated thesis or a relevant argument AND at least one of the following for the All or all of the documents: intended audience, purpose, historical context, and the author’s point of view

AND/OR

 1 point-Analysis of outside examples to support thesis/argument

Offers plausible analysis of historical examples beyond/outside the documents to support the stated thesis or a relevant argument

**C.** **Contextualization: 0-1 point**

Skill assessed: Contextualization-accurately and explicitly connects historical relevance to broader historical events.

 **D.** **Synthesis: 0-1 point**

Skill assessed: Synthesis-Response synthesizes the argument, evidence, analysis of documents, and context into a coherent and persuasive essay by accomplishing one or more of the following as relevant to the question:

1 point-appropriately extends or modifies the stated thesis or argument

OR

1 point-Recognizes and effectively accounts for dissimilar, sometime contradictory evidence from primary sources and/or secondary works in crafting a coherent argument

OR

1 point-Appropriately connects the topic of the question to other historical periods

OR

1 point-Draws on appropriate ideas and methods from different fields of disciplines (World and European History) in support of the argument

**AP DBQ Rubric**

|  |  |  |
| --- | --- | --- |
| **Thesis (**Sets up the Argument AND Addresses the Targeted Skill-a thesis that addresses all parts of the question)-1 pointMissing, poorly developed (simply restating the question)-0 points |   |  |
| **Contextualization** (Accurately and Explicitly connects historical occurrences within the question to broader historical events)-1 pointLimited understanding of the question asked. Does not put the question into a broader historical perspective-0 points |   |  |
| **Synthesis: accomplish one of the following (1 point)**· Extends or modifies the stated thesis-provides counter argument· Recognizes contradictions from primary/secondary sources· Connects the topic questions to other periods or areas-Linkage to the bigger picture· Draws ideas from different fields (European/World History) |   |  |
| **Analysis of Evidence to support argument/thesis**Essay uses OUTSIDE INFORMATION to support or prove thesis/argument-1 pointEssay does not “Name names”; does not include ANY outside information with “tells” more than it “shows/proves”**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Essay analysis content AND does ONE of the following for All of the documents-3 points Essay analyses content AND does ONE of the following for FOUR or More documents-2 points Essay analyzes content of FOUR or more documents to support or prove thesis/argument-1 point |  |   |

Number of Documents

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7  |
| H. Context | H. Context | H. Context | H. Context | H. Context | H. Context | H. Context |
| Or | Or | Or | Or | Or | Or | or |
| Audience | Audience | Audience | Audience | Audience | Audience | Audience |
| Or | Or | Or | Or | Or | Or | Or |
| Purpose | Purpose | Purpose | Purpose | Purpose | Purpose | Purpose |
| OrP.OV. | OrP.OV. | OrP.OV. | OrP.O.V. | OrP.O.V. | OrP.O.V | OrP.O.V |

**7=100 6=90 5=80 4=70 3=60 2=50 1=40 0=0**

 **AP Long Essay Rubric**

|  |  |
| --- | --- |
| **Thesis (1 point)** (must directly address all parts of the questions) |   |
| **Support for argument**· Supports the stated thesis using specific evidence, clearly stating how and establishing linkages from evidence to the thesis. (2 points)· Supports the state thesis (or makes a relevant argument) using specific evidence (1 point) |   |
| **Targeted Historical thinking**For Continuity and Change over time· Describes historical continuity AND change over time and analyses specific examples (2 points)· Describes historical continuity AND change over time (1 point)For Comparison Question· Describe similarities AND differences among historical developments providing specific examples AND analyzes the reasons for their similarities/differences (2 points)· Describes similarities AND differences among historical developments (1 point)For Causation Question· Describes causes AND/OR effects of a historical development and analyzes specific examples (2 Points)· Describes causes AND/OR effects of a historical development (1 point)For Periodization Question· Analyzes the extent to developments specifically AND similar to developments that preceded or followed (2 points)· Describes the ways in which historical development specified in the prompt was different or similar (1 point)  |   |
|  |   |
| **Synthesis (1 point)**· Draws on from different fields of disciplines· Connects the topic of the question to other historical periods· Employs an additional appropriate category beyond the prompt (political, economic, cultural, race/ethnicity, geography· Appropriately extends the stated thesis |   |

6=100 5=90 4=80 3=70 2=60 0=0

**AP Long Essay Rubric**

**Maximum Possible Points: 6**

**A.** **Thesis 0-1**

a. States a thesis that directly addresses all parts of the question. It must do more than restate the question (1 point)

**B.** **Support for argument: 0-2 Points**

a. Use of Evidence

i. Supports the stated thesis for makes a relevant argument using specific evidence and clear linkages between the evidence and the thesis or argument (2 points)

 ii. Supports the stated thesis for make a relevant argument using specific evidence ( 1 point)

**C.** **Application of historical thinking skill: 0-2 points**

\*\*\*the question will be assessing 1 of the 4 types of skill, each skill must follow the rubric\*\*\*

Continuity and Change Over Time Question

· Describes historical continuity AND change over time and analyzes specific examples AND illustrating change over time (2 points)

OR

· Describes historical continuity AND change over time (1 point)

Comparison Question

· Describes similarities AND differences among specific examples AND analyzes the reasons for their similarities AND/OR differences

OR

· Describes similarities AND differences among historical developments (1 point)

Causation Question

· Describes causes AND/OR effects of a historical development and analyzes specific examples that illustrate causes AND/OR effects of a historical development (2 points)

OR

· Describes causes AND/OR effects of a historical development (1 point)

Periodization Question

· Analyzes the extent to which the historical development specified in the prompt was different from AND similar to development s that preceded and/or followed, providing specific examples to illustrate analysis (2 points)

OR

· Describes the ways in which the historical development specified in the prompt was different from OR similar to developments that preceded and/or followed (1 point)

**D.** **Synthesis: 0-1 Point**

· Appropriately extends or modifies the stated thesis or argument (1 point)

OR

· Explicitly employs an additional appropriate category of analysis (political, economic, social, race/ethnicity, gender beyond that called for in the prompt (1 point)

OR

· The argument appropriately connects the topic of the question to other historical periods, geographical areas or circumstances (1point)

OR

· Draws on appropriate ideas and methods from different fields (World and European History) (1point)

**The AP US History Exam**

 **2015**

**Exam Content and Format**

The 2015 AP U.S. History Exam is 3 hours and 15 minutes in length. There are TWO sections

I. Section I is 1 hour, 40 minutes and consists of 55 multiple choice questions accounting for 40% of the final score and 4 short answers questions accounting for 20 percent of the final score.

In Section I, Part A is the multiple-choice portion and YOU MAY NOT return to the section after the 55 minutes. You will have 45 minutes to complete Part B that includes short answer questions.

II. Section II is 1 hour, 35 minutes and consists of 1 document-based question and 2 long essay questions. Students can choose 1 of the 2 long essay questions.

Section II begins with a 15-minute reading period to read the questions and plan your answers. The remaining 1 hour and 20 minutes is for writing.

**NOTE: ALL QUESTIONS HAVE A CLEAR LEARNING OBJECTIVE AND A SKILL THAT YOU MUST MASTER THROUGH THE CURRICULUM.**

**NOTE: THE DBQ AND LONG ESSAY QUESTIONS WILL NOT FOCUS ON PRIOR TO 1607 OR AFTER 1980.**

**Interpreting AP Scores**

**AP Score Qualification Equivalent College Grade**

5 Extremely well qualified A

4 Well qualified A-, B+, B

3 Qualified B-, C+, C

2 Possibly Qualified C-, D+, D, D-

1 No recommendation F

**Guthrie High School**

AP U.S. History Disclosure Contract

By selecting to participate in an AP US History course, you instantly become a member of what could be called the “two percent club.” Only two percent of all high school students (around 300,000) in the United States took the APUSH National Exam. This course is a big commitment and it is important that both you and your parents understand the caliber of work that is necessary for success at the AP level. **Carefully read each of the following terms. Initial each item in the space provided. When finished, sign and date the contract**.

\_\_\_\_\_ I have read the course syllabus and understand that this is a college level course with college level expectations. I understand that my work will be held to college level standards.

\_\_\_\_\_ I understand that the objective of this course is to provide me with the analytical skills and factual knowledge necessary to deal critically with problems and resource materials in American History and prepare me to pass the National AP Exam in May.

\_\_\_\_\_ I understand that homework is intense and required preparation for our class to be successful. I will have to do at least 6-8 hours of reading/homework each week including text book assignments and outside readings/ journal assignments.

\_\_\_\_\_ I understand that class participation is more than a physical presence and it represents meaningful contributions to discussions and class activities.

\_\_\_\_\_ I have a copy of the class calendar and know what I am responsible for if I miss a day of class. Late work will be accepted for one week past its due date and will be graded for partial credit.

\_\_\_\_\_ I will take notes on class lectures, presentations, and video content.

\_\_\_\_\_ I understand Mrs. Barrett is available and willing to help me during both B and C lunch or after school by appointment.

\_\_\_\_\_ I understand that I can email any and all assignments to my school email and print them once on campus. Printer ink/ defects is no excuse for late work (firstname.lastname@guthrieps.net) I will submit all essays on a flash drive before class begins on the day they are due.

\_\_\_\_\_ I understand that all work is due on or before the due date assigned. Late work will be accepted up to one week past the due date for a maximum of 50% of its original value. No late work will be accepted after five class periods past due.

**Student Signature/ date**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent Signature/ date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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