

A.P. United State History

Course Syllabus, 2022 – 2023



History cannot give us a program for the future, but it can give us a fuller understanding of ourselves, and of our common humanity, so that we can better face the future.

-Robert Penn Warren

Mr. Sean McAtee

Iroquois High School, Elma, New York

Course Description

The Advanced Placement U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for immediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses.

Units Studied in AP U.S. History

Unit	Time Period	Weight on Exam
Unit 1: Period 1	1491 – 1607	4 – 6 %
Unit 2: Period 2	1607 – 1754	6 – 8 %
Unit 3: Period 3	1754 – 1800	10 – 17 %
Unit 4: Period 4	1800 – 1848	10 – 17 %
Unit 5: Period 5	1844 – 1877	10 – 17 %
Unit 6: Period 6	1865 – 1898	10 – 17 %
Unit 7: Period 7	1890 – 1945	10 – 17 %
Unit 8: Period 8	1945 - 1980	10 – 17%
Unit 9: Period 9	1980 – Present	4 – 6 %

Themes of AP U.S. History, which will be impeded in all activities in the class. These themes drive the curriculum throughout the school year.

Theme 1: American and National Identity

Theme focuses on how and why definitions of American and national identity and values have been developed among diverse and changing populations of North America. Theme also focuses on related topics such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism

Theme 2: Work, Exchange and Technology

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

Theme 3: Geography and the Environment

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.

Theme 4: Migration and Settlement

Theme focuses on why and how the various people who moved to and within the U.S. both adapted to and transformed their new social and physical environments.

Theme 5: Politics and Power

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.

Theme 6: America in the World

Theme focuses on the interactions between nations that affected North American history in the colonial period. Theme also focuses on the influences of the U.S. on world affairs.

Theme 7: American and Regional Culture

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

Theme 8: Social Structures

Theme focuses on how and why systems of social organizations develop and change as well as the impact that these systems have on broader society

AP Historical Thinking Skills

All students will need to master these skills to be successful in the AP U.S. History course.

Skill 1: Development and Processes – Identify and explain historical developments and processes.

1.A: Identify a historical concept, development, or process

1. B: Explain a historical concept, development, or process

Skill 2: Sourcing and Situation – Analyze sourcing and situation of primary and secondary sources.

2.A: Identify a source's point of view, purpose, historical situation, and/or audience.

2.B: Explain the point of view, purpose, historical situation, and/or audience of a source.

2.C: Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

Skill 3: Claims and Evidence in Sources – Analyze arguments in primary and secondary sources.

3.A: Identify and describe a claim and/or argument in a text-based or non-text-based source.

3.B: Identify the evidence used in a source to support an argument.

3.C: Compare the arguments or main ideas of two sources.

3.D: Explain how claims or evidence support, modify, or refute a source's argument.

Skills 4: Contextualization – Analyze the context of historical events, developments, or processes.

4.A: Identify and describe a historical context for a specific historical development or process.

4.B: Explain how a specific historical development or process is situated within a broader historical context.

Skill 5: Making Connections – Using historical reasoning processes (comparison, causation, continuity, and change), analyze patterns and connections between and among historical developments and processes

5.A: Identify patterns among or connections between historical developments and processes.

5.B: Explain how a historical development or process relates to another historical development or process.

Skill 6: Argumentation – Develop an argument

6.A: Make a historically defensible claim.

6.B: Support an argument using specific and relevant evidence.

- Describe specific examples of historically relevant evidence
- Explain how specific examples of historically relevant evidence support an argument.

6.C: Use historical reasoning to explain relationships among pieces of historical evidence

6.D: Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument

Textbook and Supplemental Readings

Primary Textbook

Henretta, James A., et al. *America's History for AP, Eighth Edition*. Boston: Bedford/St. Martin's, 2014.

Supplemental Texts

The curricular requirements for this course dictate the use of a variety of source materials outside of the textbook. Therefore, a wide variety of primary and secondary source texts will

be utilized in class. More specifically, the resources listed below will be utilized frequently throughout the course.

Foner, Eric. Give Me Liberty!: An American History. 6th Edition. New York: W.W. Norton & Company, 2020

The American Yawp. Stanford University Press: [The American Yawp](#)

The Gilder Lehrman Institute of American History AP U.S. History Study Guide. [AP US History Study Guide from The Gilder Lehrman Institute of American History](#)

Required Class Materials

- School-issued laptop computer
- Notebook paper
- Notebook (spiral bound or composition) – Approximately 100 pages, depending on the size of student's handwriting. This will be used for weekly assignments
- Blue or black pens / # 2 pencils / highlighter and/or colored pencils

Assignments and Grades

Students will be asked to complete a variety of tasks throughout the year – including tests and quizzes, writing tasks (SAQ's LEQ's and DBQ's) and answering questions based on assigned readings. Each task will be assigned a specific number of points based on the difficulty and/or time required to complete the task.

All work is to be completed and submitted by the due date. Work submitted beyond the due date will be accepted. However, *the grade on late assignments will be reduced by 10% for each day that an assignment is late. Work submitted more than five days late will earn no more than 50% of the total points possible.*

General Expectations

I. Assignments

- Unless otherwise directed, assignments must be written by-hand, using blue or black ink

II. Absences

- Students are responsible for making-up work that was missed while absent. Assignments are generally posted in Teams. However, it is always best to check with the instructor –

either in-person or via email – to get missed work. Due to the pace of this class, please try to limit absences.

- Missed work due to an extended absence will be discussed on an individual basis.

III. Class Participation

- All students are expected to be attentive during class, and to participate in class activities and discussions.
- Please always be respectful in all that you say and do in class!