



*Mission: To offer inspiration through advanced instruction and authentic experiences.*

*Vision: To create an environment where our learners grow as individuals while gaining professional expertise and skills.*

**Instructor:** *Bianka Anderson, M.Ed*

Room 204

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Please allow 24 hours for a response.

Conferences can be scheduled via the counselors

## **AP US History 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 intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. This course meets the Georgia High School graduation requirement of US History.

APUSH Exam: May 9, 2025

Cost: \$98

## AP U.S. HISTORY UNITS:

<u>UNIT/PERIOD:</u>	<u>TIME PERIOD:</u>	<u>EXAM WEIGHTING:</u>
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%

## **APUSH Themes**

*Themes will be present throughout the entire course. They will be used to connect content and events throughout the time periods.*

- American and National Identity (NAT)
- Work, Exchange, and Technology (WXT)
- Geography and the Environment (GEO)
- Migration and Settlement (MIG)
- Politics and Power (PCE)
- America in the World (WOR)
- American and Regional Culture (ARC)
- Social Structures (SOC)

## **APUSH Historical Thinking Skills**

All students will need to master these skills to be successful in the AP U.S. History course. All assignments and assessments will focus on these skills.

### **Skill 1: Developments and Processes**

Identify and explain historical developments and processes.

### **Skill 2: Sourcing and Situation**

Analyze sourcing and situation of primary and secondary sources.

### **Skill 3: Claims and Evidence in Sources**

Analyze arguments in primary and secondary sources.

### **Skill 4: Contextualization**

Analyze the context of historical events, developments, or processes.

### **Skill 5: Making Connections**

Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.

### **Skill 6: Argumentation 6**

Develop an argument.

### **Primary Textbook:**

Stacy, J., & Ellington, M. J. (2023). Fabric of a Nation with skills and sources, for the AP® U. S. history course. Bedford/Saint Martin's. (Hard Copy)

### **Secondary Textbook/Review Book**

Newman, John J. and Schmalbach, John M. AMSCO United States History, AP 4th Edition. Des Moines, Iowa: Perfection Learning, 2021 (Digital Copy on Google Classroom)

### **Supplemental Resources:**

The Gilder Lehrman Institute of American History AP U.S. History Study Guide.  
College Board Course and Exam Description

<b><u>Required Supplies</u></b>
<ul style="list-style-type: none"><li>• Fully charged Chromebook</li><li>• Writing utensils</li><li>• Index Cards</li><li>• Lined Paper</li><li>• Sticky notes</li><li>• Folder or Binder for organization</li><li>• Updated AP Classroom account (We will set up as a class)</li><li>• Composition or Spiral Notebook for Notes ONLY</li></ul>



<b><u>Student Responsibilities</u></b>
Daily Homework (Reading Guides, Studying, Vocabulary, etc.) Organization of Materials (Binder/folder) Outside Knowledge (AP Test Guide Book) Writing (Essays, Short Answers, Notes, Openers) Daily Participation Ownership Even if absent, the show must go on... Complete your own very best work

<b>Expectations for Academic Success</b>
<ul style="list-style-type: none"><li>• Listen to Instructions</li><li>• Enter/Exit Prepared</li><li>• Always Try Your Best</li><li>• Respect Yourself and Others</li><li>• Never Give Up</li></ul>

- Learning is the number 1 goal! If there is something you have questions/concerns about, PLEASE do not hesitate to ask. This can include assessments and tutorials.
- ALL Academy for Advanced Studies and Henry County Schools rules and policies are strictly upheld in Ms. Anderson's class.
- Phones and headphones should not be utilized in Ms. Anderson's class unless specified, especially not during direct instruction.

### **Grade Calculation**

\*\*Everything is a grade in some way, shape, or form. Remember that all assignments and activities have a purpose and are important.

<b>Summative Assessments = 40%</b>	<b>Formative Assessments = 40%</b>
<ul style="list-style-type: none"> <li>• Authentic learning projects, exams, presentations, essays, labs</li> </ul>	<ul style="list-style-type: none"> <li>• Practice Work: classwork, homework, quizzes, openers, employability skills</li> </ul>
<b>Culminating Final Exam/Project</b>	
All courses will have a culminating exam or project that assesses associate learning of the semester's course content. This exam/project will be 20% of the overall course grade. The final exam for this course will be the Georgia Milestones Assessment.	

### **Attendance**

Your presence in class matters and is vital to your success in AP US History.

## **Make-up Work**

Associates who are absent are required to speak with the instructor to receive missing work and information. Physical copies of assignments and notes will be in the class folder at the front of the room. Students have the same amount of time they were absent to complete missing assignments. It is your responsibility to get any paper copies or information you may have missed. Class continues even if you are not present. Digital unit notes, assignments, and materials will be housed on *Google Classroom*.

## **Late Work Policy**

If unforeseen circumstances occur and late work must be submitted, associates will have until the end of the unit to submit missing work or it will not be graded.

## **Employability/Soft Skills**

Class Specific:

- **Public Speaking:** Associates will share ideas, research, and inferences with their peers.
- **Collaboration:** Associates will begin working with one another day one through various activities, not limited to projects, games, and answering and creating questions.
- **Effective Communication:** Associates will have the opportunity to communicate with their instructor and peers using content specific vocabulary.

## **Classroom Procedures:**

<p><b><u>Entering:</u></b> The expectation is that students enter the room ready to learn. They will find their seat and begin their daily opener. All instructions will be listed on the opener slide.</p>	<p><b><u>Exit:</u></b> Students will have 2-3 minutes at the end of class to pack up, clean up, and prepare for the class transition.</p>	<p><b><u>Desks:</u></b> Please keep your learning environment clean. There should be nothing left on your desk except for classroom resources.</p>	<p><b><u>Retakes:</u></b> If you wish to retake an assessment, proof of remediation must be submitted first.</p>
<p><b><u>Flexible Seating:</u></b> After the first 3 weeks of school, flexible seating options will be available on a first come first serve basis.</p>	<p><b><u>Tutorial:</u></b> -Before school (7:00 a.m.- 7:45 a.m.) -During daily classwork sessions</p>	<p><b><u>Incentives:</u></b> -Joy of learning -Shoutouts -"Wall of Champions" -Tickets with daily drawings</p>	<p><b><u>Consequences:</u></b> -non verbal warning -verbal warning -parent contact -office referral</p>
<p><b><u>Restroom:</u></b> Students may go to the restroom/get water while the restroom light is on. Just turn it off as you grab the pass. Unless summoned or there is an emergency, students are not to be out of the classroom during the first 15 nor the last 15 minutes of class.</p>	<p><b><u>Testing:</u></b> -Remain silent until everyone is finished -stay on approved sites -work on something from this or another class upon completion -Complete test reflection in your folder. -School laptops are to be used for ALL testing, including Milestone. (Failure to bring a school laptop will result in a paper copy of the exam.)</p>		<p><b><u>Technology:</u></b> School issued laptops will be used almost daily in class. Please make sure they are working and charged. School laptops are to be used for ALL testing, including AP Exam. (Failure to bring a school laptop will result in a paper copy of the classroom exam.)</p>

## Acceptable Assignment Submissions:

All assignments should be completed by the individual student. Plagiarism will not be tolerated. Submissions must be students' best work.

- **There is a zero-tolerance policy for plagiarism and other forms of academic dishonesty. Such acts will result in the termination of your grade for that assignment/assessment/activity. This includes copying a peer's work or going on unauthorized sites during an assessment.**

## Classroom Policy for the Use of AI Programs

*Purpose:*

*This classroom policy aims to establish guidelines for the responsible and ethical use of AI programs, including ChatGPT, in our learning environment. The use of AI programs can enhance our educational experience when used appropriately and with prior teacher approval. However, if used incorrectly, the use of ChatGPT and other tools can severely limit the potential learning goals for students.*

*Guidelines:*

### **1. Prior Teacher Approval:**

All usage of AI programs in this class requires prior approval from the teacher. Before incorporating any AI tool into an assignment or activity, you must discuss your intent with the teacher.

### **2. Responsible Use:**

AI programs should complement learning, not replace it. Use AI as a tool to assist your understanding and creativity, but do not rely on it exclusively for assignments.



### 3. Originality and Attribution:

All work generated with the assistance of AI programs must be original. Plagiarism, even if AI-generated, is not acceptable. Properly attribute AI-generated content if it is used in your assignments.

### 4. Academic Integrity:

Maintain academic integrity in all AI-assisted work. Any violation of academic honesty will be subject to appropriate consequences.

### 5. Assistance, Not Substitution:

AI programs are tools for assistance. They are not a substitute for your own critical thinking and understanding of the subject matter.

### 6. Verbal Review:

Any assignment created with (or supposedly without) the use of AI programs is subject to a verbal review with the teacher. Be prepared to explain and discuss the content of your work, without the contributions or assistance of AI. If you can not adequately represent your work, it will be assumed Ai was utilized as a replacement for your learning, and the consequences will be subject to the teacher's discretion.

## **A Final Note:**

As a reminder, this is a college course. The work and expectations of this course mirror that of an introductory college course. Class time will be used to learn and develop the 6 historical thinking skills needed for this course.

## **Exam Scoring:**

- 1- Does not meet the expectations of a college course and will not be granted college credit.
- 2- Does not meet the expectations of a college course and will not be granted college credit.
- 3- Meets college expectations. Most schools recognize this score and will grant credit.
- 4- Meets college expectations. Most schools recognize this score and will grant credit.
- 5- Meets college expectations. Most schools recognize this score and will grant credit.

Use the following link to search what type of credit your top schools are willing to grant for each AP course and score.

<https://apstudents.collegeboard.org/getting-credit-placement/search-policies>

## Exam Breakdown:

55

- 55 minutes
- 55 questions
- 40% of exam score

Multiple Choice

40%

- Questions appear in sets of 2 to 5.
- You will analyze historical texts, interpretations, and evidence.
- Primary and secondary sources, images, graphs, and maps are included.



03

- 3 questions
- 40 minutes
- 20% of exam score

Short Answers (SAQ)

20%



- Analyze historians' interpretations, historical sources, and propositions about history.
- Questions give you an opportunity to explain the historical examples you know best.
- Some questions include texts, images, graphs, or maps.
- Question 1 (required): Secondary source(s) (1754-1980 C.E.)
- Question 2 (required): Primary source (1754-1980 C.E.)
- Choose between Question 3 (1491-1877 C.E.) and Question 4 (1865-2001), neither of which have a stimulus

01

- 1 question
- 60 minutes (includes a 15-minute reading period)
- 25% of Exam Score
- Assess written, quantitative, or visual materials as historical evidence.
- Develop an argument supported by an analysis of historical evidence.
- The topic of the document-based question will include historical developments or processes between the years 1754 and 1980

Document Based (DBQ)

25%



01

- 1 question
- 40 minutes
- 15% of exam score

Long Essay (LEQ)

15%



- Explain and analyze significant issues in world history
- Develop an argument supported by your analysis of historical evidence.
- You'll select from one of three essay choices, each focusing on the same theme and skill but different time periods.
- LEQ1 - 1491-1800 C.E., LEQ2 - 1800-1898 C.E., LEQ3 - 1890-2001 C.E.

## Course Calendar:

Instructor has the right to change/ update the calendar throughout the course.

SCHEDULE BY QUARTERS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>CHRISTMAS BREAK (DEC 23- JAN 7)</b>					
(JAN 6-JAN 10)	NO SCHOOL		Period 1	Period 1	Period 1
(JAN 13-JAN 17)	Period 2	Period 2	Period 2	Period 2	Period 1/2 Test
(JAN 21-JAN 24)	MLK DAY	Period 3	Period 3	Period 3	Period 3
(JAN 27-JAN 31)		Period 3	Period 3	Period 3	Period 3 Test
(FEB 3-FEB 7)	Period 4	Period 4	Period 4	Period 4	Period 4
(FEB 10-FEB 14)	Period 4	Period 4	Period 4	Period 4	Period 4 Test
(FEB 17-FEB 21)	NO SCHOOL		NO SCHOOL		NO SCHOOL
(FEB 24-FEB 28)	Period 5	Period 5	Period 5	Period 5	Period 5
(MAR 3-MAR 7)	Period 5	Period 5	Period 5	Period 5	Period 5 Test
(MAR 10-MAR 14)	Period 6	Period 6	Period 6	Period 6	Early Release
(MAR 17- MAR 21)	Period 6	Period 6	Period 6	Period 6	Period 6 LEQ (Test)
(MAR 24-MAR 28)	Period 7	Period 7	Period 7	Period 7	Period 7
(MAR 31-APR 4)	NO SCHOOL		NO SCHOOL		NO SCHOOL
WEEK 31 (APR 7-APR 11)	Period 7	Period 7	Period 7	Period 7	Period 7 Test
WEEK 32 (APR 14-APR 17)	Period 8	Period 8	Period 8	Period 8	Period 8
WEEK 33 (APR 22-APR 25)	Period 8	Period 9	Period 9	Period 9	Period 8 DBQ Test
WEEK 34 (APR 28-MAY 2)	EOC /Review	EOC /Review	Review	EOC /Review	EOC /Review
WEEK 35 (MAY 5-MAY 9)	Review	Review	Review	Review	APUSH EXAM