

Advanced Placement United States History

Mr. Dan Hinkin: daniel.hinkin@asd20.org

Class Website: www.hinkinhistory.com

Course Description:

The Advanced Placement program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials of United States History. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college survey courses. Gaining factual knowledge of United States History is the start, not the end of this course. Students will learn to interpret and evaluate the relative significance of primary and secondary source material, and to present their evidence and conclusions clearly and persuasively in an essay format. This class requires a level of participation and effort beyond the ordinary high school level. We cover a large amount of content and must move quickly, always mindful of our target date--the day of the **AP US History Exam is FRIDAY, May 11th, 2018 at 8:00 a.m.**

Things to Consider

The key to success in APUSH is that the student be an independent learner! With the numerous time constraints placed on the typical high school class period, coupled with the number of weeks to prepare for the exam, there is not enough time to cover the large amount of content material necessary in class. **Therefore, students must independently research topics and content outside of the material that is discussed in class.**

The amount of work per week varies. There is at least one writing assignment each unit and projects throughout the school year. Due to time constraints, homework will be assigned every night even though this class will meet every other day. In addition to your nightly assignments, students should expect to have homework over vacations. On average, students should spend a minimum of an hour per night preparing course material.

Course Materials

- **Textbook:** American Pageant, 14th Edition: David M. Kennedy, 2010
- **Websites**
 - www.hinkinhistory.com (Class Website)
 - www.albert.io (Multiple Choice Practice)
- **Materials**
 - 5-Subject Spiral Notebook (College Ruled)
 - Pens (Black or Blue Ink)
 - Highlighters
 - Large Notecards – Minimum 50
- **Optional Study Aids**
 - United States History: Preparing for the Advanced Placement Examination (2016 or 2018) AMSCO Publishing, \$26.50 on Amazon
 - Romulus Content Review App for Apple, \$2.99

Expectations:

1. Be in class regularly and participate in class discussions and activities. (The days that you are absent—you must come by and pick up assignments, check with classmates, or look online.)
2. Come to class prepared!
3. Have a positive attitude!
4. Prepare for and take the Advanced Placement US History Exam!

Assignments and Grading

Assignments will include a variety of different activities to help you grasp the Skills, Themes, and Time Periods above. These assignments include but are not limited to the following:

Large Assignments (70%)

- Writing Assignments
 - Long Essay
 - DBQs
 - Short Answers
 - Outlines
- Mini-Projects
- Tests (Mirror AP Exams)
- Final Project (After AP Exam in May)

Supplemental Assignments (30%)

- Reading Quizzes
- Terms
- Note Checks
- Reading guides
- Writing Practice

All assignments must be **HANDWRITTEN** unless specified or arranged otherwise. The reason for this is all exam writing must be handwritten, and studies have proven that information, such as notes or assignments, is more easily retained when handwritten.

Assignments will be graded on a point basis according to the depth of the assignment. Late assignments will automatically be docked **HALF POINTS**. Throughout the semester, there will be cut-off dates where no more assignments will be accepted. Test/Quiz corrections will be available for students with all work turned in.

Assignments will be added into one of two categories: Large Assignments (70% of grade) and Supplemental Assignments (30%).

Academic Dishonesty

- All assignments are to be completed individually unless otherwise specified in the assignment instructions.
- Some examples of academic dishonesty include but are not limited to the following:
 - Copying someone else's work
 - Looking at another person's quiz or test
 - Copying information from the internet without properly citing the author
- Consequences for Academic Dishonesty (From DCC Handbook)
 - Consequences may be imposed by the school for incidences of academic misconduct relating to homework, classwork, projects and exams, and will include:
 - **1st Offense:** The student consequence is determined by the teacher and could include receiving a zero on the assignment and/or having to re-do the work. **You will receive a zero in Mr. Hinkin's Class.** The teacher records the event in IC (Infinite Campus). An administrator will speak with the student and notify parents. The student will be reminded of the DCC academic honesty policy.
 - **2nd Offense:** The student is given zero for the work and is required to re-do it for no grade. This second academic misconduct offense is recorded in IC. An administrator will speak with the student and notify parents. The student will be reminded of the DCC academic honesty policy and is informed of the consequences of a third offense.
 - **3rd Offense:** If a student is found guilty of a 3rd breach of academic honesty, they will receive a zero for the assignment and they will lose the honors weight for the class (if applicable). This third academic misconduct offense is recorded in IC. An administrator will speak with the student and parents. The third offense may include a suspension and/or other school consequences.
- Please refer to the DCC Student Handbook if there are any questions about this policy.

Course Content, Skills, & Themes

We begin the year looking at our most recent history. I decided to do this for a couple reasons. The first is that this was the last time period covered in the World History course. The second, by studying the most recent history, we can continually synthesize the material by comparing it with our current units throughout the year.

Semester 1 (Unit I-IV)

Unit I (Intro to APUSH & Period 1-2: 1491-1754)

- In the second part of this unit, we start at the beginning. We will explore Native American populations and life before European settlement and then the effects of the first explorers in the Americas. We will then look at the original 13 colonies and their development leading up to the French and Indian War.

Unit II (Period 3: 1754-1800)

- In this unit we look at the changing relationship of Britain and her colonies. We will look at the effects of the French and Indian War and the actions of Britain leading up to the War for Independence. We will then look at the early years of the United States through the Articles of Confederation, the creation of the Constitution, and the first Presidents of the United States.

Unit III (Period 4 - Part 1: 1800-1824)

- We split Period 4 into two different phases. We explore American coming of age through the War of 1812, the Era of Good Feelings, and the First Industrial Revolution. We will then explore the Age of Jackson and the development of American Society and Culture. We will take a look at the 2nd Great Awakening, the numerous reform movements of the era, and the impact of immigration.

Unit IV (Period 5: 1844-1877)

- This unit explores the growing sectionalism in the United States over the issue of slavery. We will look at the various legislation and attitudes that led the nation to Civil War. We will then look at the rebuilding of the South during a period of Reconstruction following the war.

Semester 2 (Unit V-Unit IX & Final Project)

Unit V (Period 6: 1865-1898)

- This unit explores the changes in the West and the North following the Civil War. We will look at the migration of different populations to the West and the issues with the Native Americans. We will also look at the emergence of the "Gilded Age" through an industrial revolution and the expansion of new industries.

Unit VI (Period 7 – Part 1: 1890-1920)

- We break up a time period for the sake to help us break up some of the content. Unit VI explores the United States' expansion overseas through Imperialism and its footing on the world stage. We will also look at internal improvements during the Progressive era in response to the industrial expansion. We end with the United States involvement with World War 1 and the aftermath of the war.

Unit VII (Period 7 – Part 2: 1920-1945)

- We then shift look at the Roaring 20's and the economic and cultural impact of the decade. We then explore the Great Depression and New Deal programs that attempted to fix it. We end with the United States' involvement in World War II.

Unit VIII (Period 8 pt. 1: 1945-1968)

- This unit looks at the Post-WWII world and the many changes the country went through throughout the decades. We will look at this unit thematically by dividing content into Foreign Policy, Domestic Policy, and Society and Culture up through the pivotal year of 1968.

Unit IX (Period 8 pt. 2: 1968-1980 & Period 9: 1980-Present)

- This final unit looks at the changing look of the Cold War and the Neo-Conservative movement with the election of Ronald Reagan. We will then look at the fall of the Cold War and shifting American policies of the modern presidents.

AP Course Framework

The following is the outline provided by AP that describes the standards students must understand when preparing for the exam at the end of the year. A much more detailed framework can be found on Mr. Hinkin's website under the "Test Items" page.

PERIOD 1: 1491-1607 - 5% of exam

- Key Concept 1.1 Native Settlement
 - As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.
- Key Concept 1.2 Columbian Exchange
 - Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.

PERIOD 2: 1607-1754- 10% of exam

- Key Concept 2.1 European Colonization and Migration
 - Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.
- Key Concept 2.2 British Colonies
 - The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control.

PERIOD 3: 1754-1800- 12% of exam

- Key Concept 3.1 Colonial Self-Government vs. British Rule
 - British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.
- Key Concept 3.2 Ideals of the Revolution
 - The American Revolution's democratic and republican ideals inspired new experiments with different forms of government.
- Key Concept 3.3 Migration and Conflicts
 - Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.

PERIOD 4: 1800-1848- 10% of exam

- Key Concept 4.1 Development of Nationalism and Democratic Ideals
 - The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and change their society and institutions to match them.
- Key Concept 4.2 Innovations in Tech, Agriculture, and Commerce
 - Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.
- Key Concept 4.3 Foreign Trade, Foreign Policy, and Expansion
 - The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation's foreign policy and spurred government and private initiatives.

PERIOD 5: 1844-1877- 13% of exam

- Key Concept 5.1 Migration to the US and Expansionism in the Western Hemisphere
 - The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries.

- Key Concept 5.2 Slavery Causes the Civil War
 - Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.
- Key Concept 5.3 Reconstruction
 - The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.

PERIOD 6: 1865–1898– 13% of exam

- Key Concept 6.1 Tech, Mass Production, and Industrialization
 - Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.
- Key Concept 6.2 Social and Cultural Changes Caused by Industrialization
 - The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.
- Key Concept 6.3 Cultural and Intellectual Movements, Reform, and Political Debate
 - The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.

PERIOD 7: 1890–1945– 17% of exam

- Key Concept 7.1 Social and Economic Reforms
 - Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.
- Key Concept 7.2 Communications, Tech, Mass Culture, Migration
 - Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.
- Key Concept 7.3 US in Global Conflicts
 - Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation’s proper role in the world.

PERIOD 8: 1945–1980– 15% of exam

- Key Concept 8.1 US in the Postwar World
 - The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences.
- Key Concept 8.2 Civil Rights Movements
 - New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.
- Key Concept 8.3 Postwar Society, Politics, and Culture
 - Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.

PERIOD 9: 1980–PRESENT– 5% of exam

- Key Concept 9.1 Rise of Conservative Movement
 - A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades.
- Key Concept 9.2 21st Century Tech, Economic, and Demographic Changes
 - Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes.
- Key Concept 9.3 Cold War Ends
 - The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world.

Historical Themes

The following themes will be used to lead our discussion and analyze different patterns throughout US History. These are a great way to focus students on specific topics as well as analyze the relationship between different aspects of history. We will refer to the themes as: APGAMES

- America in the World
- Politics and Power
- Geography and the Environment
- American and National Identity
- Migration and Settlement
- Exchange, Work, & Technology
- Society and Culture

Historical Thinking Skills

Most of our coursework will focus on mastering the following 4 skills:

- **Contextualization** – describing accurate context and its influence and significance on specific historical developments.
- **Comparison** – describe and explain the significance of similarities and differences between different historical developments.
- **Causation** – Describe, explain the relationship between, and the significance of different primary and secondary causes and between short- and long-term effects.
- **Patterns of Continuity and Change Over Time**- Describe and explain the significance of different patterns of continuity and change over time.

Exam Description: May 5, 2017

A majority of the year will be used to prepare for the APUSH exam in May. The exam consists of four components split over two sessions.

Section	Question Type	Number of Questions	Timing	Percentage of Total Exam Score
I	Multiple Choice	55	55 Minutes	40%
	Short Answer	3 (Question 1 & 2: Periods 3-8 /Question 3: Periods 1-5 OR Periods 6-9)	40 Minutes	20%
II	Document Based Question	1 Essay (Periods 3-8)		25%
	Long Essay Question	1 Essay (Choice of three prompts : Periods 1-3/4-6/7-9)	100 Minutes (60 DBQ/40 LEQ)	15%

There is a short break between Sections One and Two. We will practice each element that is tested numerous times throughout the year.

Students will get 1 point from each of the correctly answered multiple-choice questions. No points are taken off for answering a question wrong. Each part of the short answer questions is worth 1 point. Students are awarded points for answering each part of the prompt completely and in-depth.

The DBQ and LEQ are graded using rubrics. The rubrics for the two essays are attached on the next pages. For every essay that you write, you will be graded on one, multiple, or all aspects of the rubric. We will work on each skill in class and work up to fully graded essays. The rubrics are adapted to provide feedback to the students.

A.P. United States History DBQ Essay Scoring Guide

Thesis/Claim – 1 Point Possible

Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. (1)

Improvement Needed

- Thesis is properly argumentative but is too simplistic and lacks the necessary level of specificity.
- Thesis simply restates or rephrases the prompt.
- Thesis contains awkward organization, may be off-topic, or contain inaccuracies.

Contextualization – 1 Point Possible

Relates the topic of the prompt to broader historical events, developments, or processes that occurred before, during, or continued after the time frame of the question. (1)

Improvement Needed

- Attempts at contextualization are underdeveloped, lack explanation, or hastily phrased.
- There are no attempts at contextualization.

Document Evidence and Analysis – 3 Points Possible

H.I.P.P.

Historical Situation
Intended audience
Purpose
Point of View

Document Usage

	1	2	3	4	5	6	7
	H I P P	H I P P	H I P P	H I P P	H I P P	H I P P	H I P P

Utilizes the content of at least three documents to address the topic of the prompt. (1)

Supports an argument in response to the prompt using at least six documents. (2)

For at least three documents, explains how or why the historical situation, audience, purpose, and/or point of view is relevant to the essay's argument. (1)

Improvement Needed:

- Documents are described superficially or simply quoted.
- Only one or two documents are utilized effectively.
- Document analysis fails to take into account historical situation, intended audience, purpose, and/or point of view for at least three documents.

Evidence Beyond the Documents – 1 Point Possible

Provides additional pieces of specific historical evidence beyond those found in the documents relevant to the argument about the prompt. (1)

Improvement Needed:

- Outside evidence consists of the same material in the documents or other scoring categories of this rubric.
- Outside evidence lacks explanation, is inaccurate or irrelevant, or non-existent.

Analysis and Reasoning – 1 Point Possible

Essay as a whole is coherent and employs effective use of historical reasoning and evidence to demonstrate complex understanding of the historical events, developments, or processes. (1)

Improvement Needed:

- One or more body paragraphs are ineffective in supporting an argument.
- Topic sentences are vague and/or do not support the thesis or argument.
- Essay is too simplistic and/or incoherent.

Score: ___/7 points	Letter Grade: ___
----------------------------	--------------------------

Additional Feedback:

- improve topic sentences budget your time use past tense no shorthand no quoting improve doc usage
- more evidence oversimplifications be more organized study more writing needs improvement more depth

**A.P. United States History
Long Essay Scoring Guide**

Thesis/Claim – 1 Point Possible

__ *Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. (1)*

Improvement Needed

__ Thesis is properly argumentative but is too simplistic and lacks the necessary level of specificity.

__ Thesis simply restates or rephrases the prompt.

__ Thesis contains awkward organization, may be off-topic, or contain inaccuracies.

Contextualization – 1 Point Possible

__ *Relates the topic of the prompt to broader historical events, developments, or processes that occurred before, during, or continued after the time frame of the question. (1)*

Improvement Needed

__ Attempts at contextualization are underdeveloped, lack explanation, or hastily phrased.

__ There are no attempts at contextualization.

Evidence – 2 Points Possible

__ *Provides specific examples of evidence relevant to the topic of the prompt. (1)*

__ *Supports an argument in response to the prompt using specific and relevant examples of evidence. (2)*

Improvement Needed:

__ Outside evidence is too vague.

__ Outside evidence lacks explanation, is inaccurate or irrelevant, or non-existent.

Analysis and Reasoning – 2 Points Possible

__ *Essay uses historical reasoning, such as comparison, causation, and CCOT, to frame or structure an argument that addresses the prompt. (1)*

__ *Essay as a whole is coherent and employs effective use of historical reasoning and evidence to demonstrate complex understanding of the historical events, developments, or processes. (2)*

Improvement Needed:

__ One or more body paragraphs are ineffective in addressing the prompt and supporting an argument.

__ Topic sentences are vague and/or do not support the thesis or argument.

__ Essay is too simplistic and/or incoherent.

Score: ___/6points Letter Grade: ___
--

Additional Feedback:

__be specific! __budget your time __use past tense __no shorthand __more depth

__create more specific/effective topic sentences __need more evidence __oversimplifications

__improve organization __study more __writing needs more sophistication

__see me for extra help

APUSH ACADEMIC CONTRACT

Please read carefully

SIGN AND RETURN THIS PAPER TO MR. HINKIN

- I have read through the course syllabus and course description.
- I will take **all** assigned activities seriously and will complete them to my best ability.
- I will seek extra help outside of class (whenever I feel like I need it) from either the instructor, my peers, or from other suggested resources.
- I understand that the majority of content will be acquired outside of class and that a majority of class time will be used working on historical thinking skills and exploring how the content fits into larger themes of history.
- I will complete all work independently unless expressly given permission by the instructor.
- I agree to abide by and understand the consequences of breaking the Academic Honesty Policy.
- I will make up all missed assignments and be prepared for pre-assigned class activities **on the day I return**.
- I will turn in all required class and home work when due. I understand **unexcused late work will be accepted for a maximum of half credit**.
- I understand that there may not be any extra credit assignments.
- If I cannot get the answer to a question or activity, I will not give up. I will continue working on the section and complete other assigned activities.
- I will come to class prepared every day with a positive attitude.
- I will participate in class discussions and activities.

Sign below to indicate that you have read the course description and understand the expectations for APUSH.

Student Name (print): _____

Student Signature: _____

Student email (print): _____

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____

Parent email (print): _____

Do you have a personal device (laptop, tablet, smartphone) that could be used in class?

Comments or Questions: