**AP U.S. History syllabus SY 2024-25**

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**Course**: Advanced Placement United States History (APUSH) is a challenging class equivalent to a two-semester college freshman U.S. History survey course. It carries a weighted credit because of the rigor and the time expected to study independently for this class. The critical thinking, study skills, writing skills, analysis, and interpretive skills learned, will be invaluable for the college bound student. Reading is a central to what we do in class.

APUSH is designed to enable students to develop analytical skills and acquire a thorough knowledge of United States History. The approach to this course includes, but is not limited to, the following elements: development of substantial knowledge of social, cultural, political, economic, and military events relevant to the history of the United States; development of assessment and interpretive skills; development of “map skills;” and the development of communicative skills through the writing of coherent, analytical essays. It is not a history course teaching American trivia. You will learn to identify, connect, and defend ideas, a vital and transferable skill to any career. You will be an amateur historian. **Due to the fact this is an AP course, getting an ‘A’ will be a challenge. Academic growth is what we are trying to achieve rather than the easy ‘A’.**

**Objectives**:

* to accumulate knowledge of historical information
* to research and evaluate primary and secondary source documents
* to recognize chronological events as a cause and effect continuum
* to interpret political cartoons and historical writings
* to interpret charts and maps and draw conclusions from data
* to compare and contrast ideas and be able to debate either side
* to learn the skills necessary to write effectively

**Themes**:

There are eight themes to cover in APUSH, which are listed below. Identify the essential content of the AP U.S. history course. Each theme contains essential questions, in which each question is open to interpretation. Each question on the AP exam will come from these eight themes and their essential questions.

* Theme 1 - American and National Identity (NAT): Theme focuses on how and why definitions of American and national identity and values have 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 (WXT): Theme focuses on the role of geography and both the natural and human-made environment in the social and political developments in what would become the U.S.
* Theme 3 - Geography and the Environment (GEO): Theme focuses on the role of geography and both the natural and human-made environment in the social and political developments in what would be the U.S.
* Theme 4 - Migration and Settlement (MIG): 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 (PCE): 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 (WOR): Theme focuses on the interactions between nations that affected North American history in the colonial period. Theme also focuses on the influence of the U.S. on world affairs.
* Theme 7 - American and Regional Culture (ARC): 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 (SOC): Theme focuses on how and why systems of social organization develop and change as well as impact that these systems have on broader society.

**Course Essential Questions**

(NAT):

• In what ways and to what extent have debates over national identity changed over time?

• In what ways and to what extent have gender, class, ethnic, religious, regional, and other group identities changed in different eras?

(WXT):

• In what ways and to what extent have changes in markets, transportation, and technology affected American society?

• In what ways and to what extent have different systems of labor developed over time?

• In what ways and to what extent have debates over economic values and the role of government in the U.S. economy affected politics, society, the economy, and the environment?

(GEO):

• In what ways and to what extent have interactions with the natural environment shaped the institutions and values of various groups living in North America from prior to European contact through the Civil War?

• In what ways and to what extent have economic and demographic changes affected the environment and led to debates over use and control of the environment and natural resources?

(MIG):

• To what extent and why have people migrated to, from, and within North America?

• To what ways and to what extent have changes in migration and population patterns affected American life?

(PCE):

• In what ways and to what extent did different political and social groups compete for influence over society government in colonial North American and the United States?

• In what ways and to what extent have Americans agreed on or argued over the values that guide the political system, as well as who is part of the political process?

(WOR):

• In what ways and to what extent have events in North America and the United States correlated with contemporary events in the rest of the world?

• In what ways and to what extent have military, diplomatic, and economic concerns influenced U.S. involvement in international affairs and foreign conflicts, both in North America and overseas?

(ARC):

• In what ways and to what extent did national, regional, and group cultural values affect the development of the United States?

• In what ways and to what extent has shaped government policy and the economy?

(SOC):

• In what ways and to what extent have systems of the social organization generate change and/or have made an impact on broader society?

**AP Historical Thinking Skills:**

AP U.S. History requires students to think analytically and historically. Students will utilize these thinking skills in writing and make use of these skills through formative and summative assessments. In developing analytical thinking students must review all available evidence before reaching a decision or conclusion. Students will be able to defend their decision or conclusion with specific, accurate, and relevant information, and look forward to debate or counterarguments.

**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 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 the argument.

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

**Skill 4: Contextualization** – Analyze the context of historical events, developments, and processes

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

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

**Skill 5: Making connections** – Using historical reasoning process (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, quality, or modify an argument using diverse and alternative evidence in order to develop a complex argument.

**PrimaryTextbook:**

BY THE PEOPLE (Fraser), 2nd Edition AP. We will use supplemental readings from the web as well.

**SuplementalTexts/reading:**

* Berman, Stacie Brensilver. Pearson Education Test Prep Series: AP U.S. History. NY, NY: Pearson, 2019.
* Dearie, Kurt and Kroesch, Gary. The Write Path History/Social Science: Interactive Teaching and Learning. San Diego, CA: AVID Press, 2011.
* Fraser, James W. and Dickson, Ted. By the People: Historical Practices, Skills, and Course Themes Workbook for AP U.S. History, AP edition. NY, NY: Pearson, 2019.
* Fraser, James W. and Reisbord, John: By the People: Reading and Note Taking Study Guide, AP edition. NY, NY: Pearson 2019.
* https://inquirygroup.org/history-lesso (n.d.). Digital Inquiry Group (formerly the Stanford History Education Group).

**Materials Needed:** Each student should use the following items to keep things organized:

* spiral notebook wide enough to have an entire piece of paper stapled inside.

I recommend a 3 subject notebook

* 3 Ring 3-inch Binder
* highlighter and or markers, color pencils, mini stapler or glue sticks
* sticky tabs for organizing notebook

Students should have one to place all APUSH papers, a 3-ring binder, and a place at home to store class papers and project for review use on Semester Exam. Students are expected to keep an APUSH calendar, all notes, homework, in class assignments, handouts, quizzes and exams organized throughout the semester. “Intros” are a daily question(s). Intros should be dated for organization and answered in your notebook for reviewable information. Bring your notebook, a writing utensil and paper to class everyday.

**Daily Class work: Class time is very seldom lectures over the chapters.** The students are to use the study guides to gain the “strategic details.” **The class time will use the information inside skill building**. Occasionally, I will need to clarify and emphasize ideas, but if the student is relying on class lectures for the information, the student will have very little information! Reading from other outside recommended outside resources will be required.

**Homework: Homework is where the student gets the information**. Homework will mainly consist of reading the text and outside sources, writing essays, and completing other tasks such as chapter outlines, projects and study guides as assigned. Expect homework on an almost nightly basis to pace; success in this class is heavily tied to completion of homework. We will cover a chapter a week most of the year. Remember that this is a college course and due dates are taken very seriously to stay on track with information to assimilate.

**Expectations for papers, projects, and essays.**

1. Typed work in 12 point font size, double spaced, Times New Roman font is highly preferred.

If you do not have access to a computer, there are computers available in the library, labs, and carts.

1. All work should represent your best effort (write, revise, proof, then revise again)
2. All essays and projects are due on the due date whether you are in school or not. Find a way to get your work here if you are absent.

**\*\*\*\*\* Printer Problems**: We all experience from time to time problems with computers and printers. If you run into printer problems, share with me on Google Docs or e-mail me your paper. [Mhillis@wrschool.net](mailto:Mhillis@wrschool.net) (used for smaller items or simple questions/ info) OR [mrhillis145@gmail.com](mailto:mrhillis145@gmail.com) (the gmail is the primary email you will be using as some of your items are large and use Google docs)

**Assessments:**

* **ALL APUSH STUDENTS** WILL BE TAKING THE COLLEGE BOARD AP EXAM **MAY 9, 2025**.
* A 4 or 5 on the CB APUSH Exam earns a grade bump!

**Formative Assessments**

Daily Discussions – Each day students will discuss U.S. History based on direct instruction, reading, vocabulary, shortanswer questions (SAQs), long essay questions (LEQs), document-based questions (DBQs) through a variety of practices:

Topic questions; low-stakes group work; 1-minute reflection writing assignments; rubrics; quizzes; oral presentations, quick writes i.e., open-ended response/closed/constrained response; peer review; Philosophical Chairs, Socratic Seminar, or in-class debates etc.

Building Knowledge: U.S. History

Mobilizing Schema – using relevant networks of background knowledge, or schema, so that new information has something to connect to and is easier to understand.

Synthesizing – looking for relationships among my ideas, ideas from the text, and ideas from discussion.

Writing to Consolidate Knowledge – use writing to capture and lock in new knowledge.

Building Knowledge: About Text History

Text Structure – using knowledge of text structures to predict how ideas are organized. Text Features – using knowledge of text features like headings and graphics to support understanding.

Point of View – using understanding that authors write with a purpose and for particular audiences to identify and evaluate the author’s point of view.

Building Knowledge: About Language History

Contextual Redefinition – know that when familiar terms are used in unfamiliar ways, to redefine them in context to clear up confusion

Word-Learning Strategies List: using strategies to learn new words in the text read.

Building Knowledge: About the Discipline of U.S. History

Historical Documents and Artifacts: knowing how to identify and use diverse types of historical documents and artifacts.

Primary and Secondary Sources: knowing the difference between primary sources and secondary sources.

Document Sourcing: ability to source a document or account to evaluate its credibility and point of view by identifying who wrote it, when, why, and for what audience.

Document Corroboration: comparing documents or accounts to look for evidence that what is written is credible and to find other points of view or perspectives.

Chronological Thinking: knowing how to order events and assess their duration and relations in time.

Historical Schema: actively work to build schema about particular times and places and how they differ – the geography, people, customs, values, religions, beliefs, language, technologies, and roles of men, women, children, and minority groups.

Historical Contextualization: using historical schema to understand what it was like in times and places that one cannot personally experience.

Historical Cause and Effect: using understanding of cause and effect to identify historical relationships and impacts.

Historical Record and Interpretation: understanding that history is a combination of what can be observed, how it is observed, what can be interpreted, and how it is interpreted.

Historical Identity: awareness of one’s evolving identity as a reader of and actor in history.

**Summative Assessments**

Final Essays – Long essay questions (LEQs), short-answer questions (SEQs), and document-based questions (DBQs). All LEQs and DBQs will be completed by participation in groups, pairs, or class discussions. In addition, DBQs and LEQs will be used for unit tests. DBQs will be used to assess students’ ability to explain the author’s point of view, purpose, audience, and/or historical situation.

Oral Exams – All oral exams will be based on LEQs and will be completed in groups of 3-4 students. The LEQ’s test will be given after the oral exam in conjunction with multiple-choice test if time permits.

Final Projects – All final projects will be based on either LEQs or DBQs and will be completed in groups of 3-4 students.

Final Presentations – All final presentations will be on LEQs and/or DBQs and will be completed either independently, pairs, or groups of 3-4 students.

Unit Exams – Test will be given at approximately three to four weeks and are cumulative.

**Course Desired Outcomes**

A. Students will develop skills to evaluate the sources, methods, motivations, and interpretation behind historical narratives. 1. Students point out strengths and weaknesses of a historical argument 2. Students understand the historical context of different historical interpretations 3. Students compare, contrast, and explain differences between historical accounts

B. Students will learn how to craft and present convincing and well supported arguments 1. Students present work with a clearly developed and methodologically sound historical argument and conclusion 2. Students provide a historiographical perspective to their work 3. Students present appropriate evidence for answering a research question with properly primary and secondary sources

C. Students will recognize and appreciate the diversity of experiences and how these change over time 1. Students demonstrate how political, economic, and social structures affect change. 2. Students describe how historical figures are differently affected by their ethnicity, race, class, and language

# Grading: All grades will be based on points you earn from assignments, tests, quizzes, projects, and essays.

# There is no extra credit available in AP U.S. History; do the credit work! Grades are your responsibility and represent ability in progression to scoring on the AP Exam. Grades will often represent honest evaluative professional feedback. All grades are updated on Powerschool for student/parent portal at least twice weekly

90% and up A

80%-89% B

70%-79% C

63%-69% D

62% and below F

50% Tests/ Essays/ DBQs

20% Projects/ Classwork

30% Study Guides/Outside Reading Sources

**Makeup work: Get anything missing completed**. By completed meaning not for me, but for you to have learned the material! Because many students have many obligations, most assignments and projects are assigned with lots of time for the student to manage appropriately.

**Attendance**: *APUSH is extremely rigorous and contains a lot of in and out of class work*. To be successful, you are **expected to be in class every day**.

**Study Groups**: The goal of the Study Groups is for our Window Rock High APUSH students become accustomed to the collaborative environment college students utilize to succeed in challenging courses. Study Groups should meet once a week at the members’ decision to enhance strategic information and links of ideas. Options include reviews, complete assignments, create and use flash cards, work on projects. *Students must work together to survive*! ☺

Mr. Hillis

AP US History

The AP US History curriculum is **extremely rigorous** and leaves little available time for the use of video in the classroom. On occasion, clips will be used to enhance student understanding of time and place, many of these clips come from movies that are rated above a PG rating. They have been carefully selected to add to the learning experience and have been edited for content. Please sign below giving your permission for the viewing of these video clips, **as well as an understanding and agreement of the grading policies of this class**.

Print Student Name class period

Student Signature Parent Signature

Date

Please provide me with the following information to help me communicate best with you. For convenience reasons I prefer to communicate through email, but if you do not check your email often I can call.

Please place a check next to all that apply

I check my email frequently and can be contacted through email

Email is best!!

Parent email

Please call me if you need to communicate. The best number to reach me at during the daytime is (place a check next to the appropriate number)

Work phone:

Home phone: