

READINESS PROFILE & COURSE EXPECTATIONS

AP UNITED STATES HISTORY & HONORS AMERICAN LITERATURE

COURSE DESCRIPTION

AP US History is a two-term college-level course taught in combination with Honors American Literature. The APUSH/HAL offers an issue-oriented approach to the study of the people of the US and their history and literature. Major themes and traditions that make America exceptional will be explored in great detail. The course is designed to acquaint students with core characteristics and values found throughout the US and its people. An analysis of those events and significant individuals will be done on a continuous basis. The course is designed for students who wish to take the Advanced Placement examination, administered by Educational Testing Service, in the spring (early May). Those passing the A.P. exam at a high level usually can receive college credit and a waiver of the college U.S. History requirement. The course emphasizes extensive reading, research and problem solving, writing, historiography and historical knowledge. This course may be used to meet the UC/CSU "A" or "G" requirement. UC approved for extra honors credit (A=5, B=4, C=3).

COURSE CONTENT AND EXPECTATIONS

The AP U.S. History course will cover history from approximately 1491 to the present and ask students to apply historical thinking skills as they learn about the past. Major themes of importance provide areas of historical inquiry throughout the course. These require students to reason historically about continuity and change over time and make comparisons among a range of historical developments in different times and places.

By the end of this course, students should have completed the following course objectives:

1. *Developed a framework for understanding modern day issues and problems based on their respective histories.*
2. *Examined the forces and issues that currently dominate the American political arena and the historical relevance of current events and issues.*
3. Understood the institutional, cultural, and social forces that have shaped the people of this nation from the colonial period to the present.
4. Analyzed the roles of various important and influential individuals, including women and historically marginalized people, who have contributed to American history.
5. Analyzed and interpreted primary sources, including documentary material, maps, statistical tables, and pictorial and graphic evidence of historical events.
6. Understood historical themes and the context and significance of major interpretive questions.
7. Expressed an argument both written and orally with clarity, precision, logic and evidence.

Additional information about AP US History can be found online at:
<https://apstudent.collegeboard.org/apcourse/ap-united-states-history>

Honors American Literature reading selections will relate to the current historical unit of study and will include a variety of novels, short stories, poems, dramatic works, and essays & expository writings. Students will be asked to use critical thinking skills and apply them to assignments both independently and in cooperative-learning groups. In addition, students will participate in class discussions, writing assignments, creative projects, and oral presentations.

Text Books:

The main textbook for APUSH is *The American Pageant* by Bailey and Kennedy

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Other major works throughout the year include:

The Scarlet Letter by Nathaniel Hawthorne
The Adventures of Huckleberry Finn by Mark Twain
East of Eden by John Steinbeck
The Great Gatsby by F. Scott Fitzgerald
The Crucible by Arthur Miller
The Catcher in the Rye by J. D. Salinger

And various other pieces which will include poetry, short stories, novels and plays by American writers.

Exams/Quizzes/Essays:

Exams, quizzes and essays in AP United States History and Honors American Literature are designed to enable students to meet graduation requirements and prepare for the AP United States History Examination offered in the spring of each year. During the course of each semester students can expect to take 3-4 chapter/unit exams in AP U.S. History and 3-4 exams in Honors American Literature.

Quizzes usually cover individual chapters or smaller sections of a unit. Students can expect to take quizzes weekly to cover assigned reading.

Essays will be a combination of both on-demand and traditional essay writing. In Honors American Literature students will be asked to analyze the assigned novel in combination with selected literary criticisms to form a response to a given prompt. During the course of each semester students can expect to write 4-5 on-demand essays AP U.S. History and 2-3 essays in Honors American Literature. In addition, during second semester students will also be asked to complete a junior paper which will combine what they have learned in the American Literature course (meaning, emotion, personal reflection, and interpretation) with that which is presented in APUSH (facts, motives, outcomes, causes and effects).

Sample AP U.S. Multiple-Choice Question

“Our ... destiny [is] to overspread the continent allotted by Providence for the free development of our yearly multiplying millions. . . . The Anglo-Saxon foot is already on [California’s] borders. Already the advance guard of the irresistible army of Anglo-Saxon emigration has begun to pour down upon it, armed with the [plow] and the rifle, and marking its trail with schools and colleges, courts and representative halls, mills and meetinghouses. A population will soon be in actual occupation of California. . . . Their right to independence will be the natural right of self-government belonging to any community strong enough to maintain it.”— John L. O’Sullivan, 1845

The process described in the passage above most directly led to political controversies in the 1840s and 1850s over the

- (A) expansion of slavery into newly acquired territories
- (B) authority of the Supreme Court to overturn federal laws
- (C) role of the federal government in economic development
- (D) use of natural resources in newly acquired territories

Sample AP U.S. Free-Response Question: Document-Based Question

Analyze major changes and continuities in the social and economic experiences of African Americans who migrated from the rural South to urban areas in the North in the period 1910–1930.

- Students examine seven primary source documents, including a map, newspaper articles, a letter, song lyrics, and a folk saying.

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Sample AP U.S. Free-Response Question

Some historians have argued that the Spanish-American War in 1898 marked a turning point in United States foreign policy. Support, modify, or refute this contention using specific evidence.

Grades:

The grading scale for both APUSH and HAL is as follows:

90%-100% = A

80%-89% = B

70%-79% = C

There are no D's in APUSH or HAL; any percentage below 70% is an F.

MAJOR UNITS OF STUDY

<p><u>AP United States History</u> Period 1: 1491–1607 • Period 2: 1607–1754 • Period 3: 1754–1800 • Period 4: 1800–1848 • Period 5: 1844–1877 • Period 6: 1865–1898 • Period 7: 1890–1945 • Period 8: 1945–1980 • Period 9: 1980–Present While studying each period students will look at key concepts, and organize and prioritize historical developments. Analyzing themes will allow students to make connections and recognize trends over time.</p>	<p><u>Honors American Literature</u> Romanticism Realism Modernism Literature selections will correspond with the current historical topic addressed in class.</p>
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STUDENT BACKGROUND

Recommendations for students entering APUSH/HAL:

- English 3-4 or Honors Humanities with a grade of "B" or better (but not required)
- World History or AP European Civilization with a grade of "B" or better (but not required)
- Reading and writing abilities which exceed grade level (12th grade reading level recommended)
- A strong passion for English and social sciences
- The ability to grasp complex and abstract ideas and theories
- A strong, independent work-ethic
- The ability to self-advocate and independently seek instructional direction when confused

WORKLOAD EXPECTATIONS

Assignments and Homework:

Homework is a daily requirement and students may be asked to read outside of class 6-10 hours a week. In addition to textbook assignments there will be supplemental readings, essays, research projects, seminar presentations, oral reports, group discussions, book reviews and quizzes and tests.

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