**AP United States History**

**Fall 2020-Spring 2021**

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Rm# 223

**Welcome!**

Welcome to AP US History and the analysis of how America became what it is today. Robert Kennedy once stated, “Few will have the greatness to bend history itself; but each of us can work to change a small portion of events, and in the total; of all those acts will be written the history of this generation.” As we examine US history, we evaluate how events and people changed who and what America has become. My role will be of a facilitator who will ask you difficult questions, prompt your questions, and point you towards answers. Remember historical events and its outcomes are interpreted by many, so this can alter how we perceive it.

**Facilitator**

Hi! I am Andrew Hultberg. The interpretation and connection of events are why I love teaching history. I enjoyed hearing students analyze why events happened and what they mean to the United States as a how, especially when they realized it impacted their lives.

**GENERAL EXPECTATIONS**

1. Be on time- please take care of bathroom, water, and grooming needs before class.
2. Show respect for yourself, classmates, and teacher
3. Be prepared: You need the right attitude, an open mind, and the correct materials
4. Be responsible, and keep up with your assignments. (Late work will be penalized)
5. No food or drink in the classroom- you may have water. (NO PEANUTS OF ANY KIND.)
6. Stay organized: We cover several topics, and assignments will overlap.
7. Communication: Ask questions if things are unclear
8. NO CELL PHONES/ELECTRONICS

**The Course**

Many people state that history is something they do not enjoy, but that is untrue. Many Americans read books and watch movies that interpret different events and periods. We will go beyond the simple facts and dive into the how and the why. One of the greatest things to do is to play the “What if . . .” game, such as, “What if the South had won the Civil War?”. This historic change alters a scope of events that would ripple to today. We will investigate the causes and the effects of history in developing the United States begining with Pre-Columbian Societies (1450) to the election of 2000. In addition, this course will emphasize a series of themes that are vital in understanding the vast scope of US History. In each unit, we will analyze factors that caused change in the United States and what were the effects. An example would be what led to division between the states causing secession by Southern states. How did secession cause change, and how much truly change after the war ended.

**Questions**

As a class, we will learn about why people came to America and formed a new type of government, as well as how we have met the challenges of this grand experiment we call the United States. Here are some examples:

* Why English colonists left everything behind to go to a country where the odds of survival are slim?
* How can a country form a stable government and become a world power in less than 100 years?
* Who deserves the rights and freedoms guaranteed by the US Constitution?
* Why has America struggled with equality when it was a founding principle?
* Why have certain people brought so much change to the fabric of our understanding of what it means to be American?

**APUSH HISTORICAL SKILLS**

Remember APUSH is a college-level course, and the exam is challenging. As a student, you need to show great maturity, a hard work ethic, and a willingness to see things from different perspectives. An hour of homework a night will not be uncommon, and times it will be two hours.

**Skills**

|  |  |
| --- | --- |
| **Type** | **Historical Thinking Skill** |
| 1. **Chronological Reasoning**
 | Causation |
| Patterns of continuity and change |
| Periodization: turning points and why |
| 1. **Comparison and contextualization**
 | Comparing: how different groups viewed it  |
| Contextualization: Why did it happen when it did |
| 1. **Crafting historic arguments from historic evidence**
 | Historic argumentation |
| Utilization of appropriate historical facts |
| 1. **Historical interpretation and synthesis**
 | Interpreting how different views formed about events and people |
| Synthesis: Evaluating historical evidence |

**Themes:** These are central ideas that history will be interpreted and evaluated on.

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

**AP United States History Class Calendar (SCHEDULE IS SUBJECT TO CHANGE DEPENDING STATE & SCHOOL BOARD POLICY CHANGES, SCHOOL SCHEDULE, AND INCLEMENT WEATHER)**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Units & Time Period*** | ***Chapters*** | ***Coverage time and dates*** | ***Number of days*** |
| Unit I: 1491-1607 | Chapters 1 | August 29 - September 8  | 8 days |
| Unit II: 1607-1754 | Chapters 2-3 | September 11 – October 2 | 15 days |
| Unit III: 1754-1800 | Chapters 4-6 | October 4 – October 26 | 17 days |
| Unit IV: 1800-1848 | Chapters 7-11 | October 27 – November 29 | 17 days |
| Unit V: 1844-1877 | Chapters 12-15 | December 1 – January 8 | 17 days |
| Unit VI: 1865-1898 | Chapters 16-19 | January 10 – February 6 | 18 days |
| Unit VII: 1890-1945 | Chapters 20-25 | February 7 – March 5 | 20 days |
| Unit VIII: 1945-1980 | Chapters 26-29 | March 6 – April 15 | 21 days  |
| Unit IX: 1980- Present  | Chapters 30-31 | April 17 – April 26 | 8 days |
| Review  |  | April 29 – May 9 | 10 days |

**AP U.S. HISTORY TEST DATE: Friday, May 10 \*\*\*\***

**GRADE BREAKDOWN & DESCRIPTION**

|  |  |  |
| --- | --- | --- |
| Assignment Type | % of Grade |  |
| Tests, Papers, and Projects | 50% |  |
| Quizzes & Short Assignments | 30% |  |
| Other Assignments | 20% |  |

**Assessments Tests, Papers, and Projects** **50% of grade**

You will have individual tests approximately every two to three weeks. Your tests will consent of different formats similar to those used in the final AP U.S. History exam. Elements, such as multiple-choice questions with excerpts, short answer questions, long essay prompts, and DBQ prompts, will be utilized to assess students' knowledge of the content.

There will also be a midterm and final that will be cumulative. We also do papers on various topics and projects to promote deeper understanding and allow students to interpret and argue the information covered by the class. Other assessments will be projects that will allow you to interact with material and ideas for US History.

**Quizzes and Short Assessments 30% of the grade**

We will have a variety of different types of quizzes, as well as, different short assignments that will be completed over a couple of days. These will assess students' ability to master different parts of units before a test. They will vary in form, but some will include: free-response questions, six degrees of separation, parts of essays, etc.. These also give me feedback on students' performance to evaluate the effectiveness of my lessons.

**Other Assignments 20% of the grade**

We will complete a variety of assignments from debates, discussions, graphic organizers, outlines, etc.. These will be used to teach content knowledge and prepare for essays.

**AP US EXAM - Thursday, May 6th**

**The AP exam went through a major change over the past two years and now has a different format. The exam now includes the following:**

 **Parts Time Percentage of score**

* 55 multiple choice questions 55 minutes 40%
* 3 free response questions (FRQs) 40 minutes 20%
* 1 document-based question (DBQ) 60 minutes 25%
* 1 long essay (5 paragraphs) 40 minutes 15%

**GENERAL CLASS EXPECTATIONS**

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3. Be prepared: You need the right attitude, an open mind, and the right materials
4. Be responsible; all assignments done outside of class will be posted on my website
5. No food or drink in the classroom- you may have water
6. Stay organized: This a skill we will focus on throughout the year
7. Communication: Ask questions if things are unclear

**Social Studies Department Protocol (AP CLASSES ONLY)**

# Late work policy: Students can turn in assignments for up to five days after the due date. Work will receive a ten-point deduction from the grade for each day late. So, if a student turns in an assignment five days after the due date his/her max grade will be a 50. Assignments will not be accepted after the five-day window.

**Make-Up Work Policy:** Absences happen from time to time so to keep up with the class, please check the class **CANVAS page** where all work is posted, or email me for missing assignments. You will have three days after returning to school to turn in missed assignments or make up a test unless we make other arrangements. After three days any missing work is considered late work. TEST ARE ANNOUNCED at least a WEEK in advance. Students who miss time the day before a test will still be required to take the test if they return on the test day. The makeup test will be different from the original given.

# OTHER REQUIREMENTS

**Needed Class Supplies**

* **A 1" three-ring binder (or larger) (This is for APUSH class only – it will become your study guide for the AP APUSH Exam.)**
* **Loose leaf notebook paper (college rule is recommended but not required)**
* **One College Rule Composition notebook**
* **Pencils and pens (blue or black ink only)**
* **Colored pencils or markers**

# Attention Parents!!!

I am looking forward to meeting you as soon as possible. Please contact me at school if you have questions about your child's performance in APUSH or the course content. My e-mail address is listed below for your convenience. In addition, I utilize Canvas to post assignments (class and homework). There are also links, such as PowerPoints, writing resources, and review websites on Canvas. You can also track whether your student has submitted assignments by becoming an observer to your child's canvas account. Students will also be required to set up an AP student account to access practice questions and sign up for the exam.

APUSH content has students examine American history from several different angles and evaluate how to interpret events during set eras of time. We will investigate both America's moments of triumph and its moments of growth. Because of this, classes will be encouraged to debate and discuss different perspectives, which can lead to disagreement. Disagreement leads to a productive understanding of history which will be carried out respectfully. I, as the facilitator will even challenge students' viewpoints to have them practice supporting their arguments with factual evidence. Students have in the past even continued the discussions with their parents, which I hope will continue. In the end it is up to each individual how he or she interprets the history of this nation.

**Remind 101 - \*\*\*\*\*\***

I use this to send reminders to students about homework, tests, or other changes that can happen. To join the class REMIND 101, text this code **@9be83h** to this number – **81010** or **(336) 383-1191**

Thank You!

Andrew Hultberg

**hultbea@gcsnc.com**

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**Please fill out the following: (This information is used for contact purposes)**

Parent/Guardian Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Print Parent’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact Phone # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Email Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Name (Please print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_