

TPHS Course Profile



AP US History

11th grade (10 Credits)

Meets high school graduation requirement for (Subject)

Meets the UC/CSU subject area "(A-G)" requirement

General Information

Description

AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance – identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture – provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

Expectations and Goals

This is a very rigorous course taught at a college level and pace. There are no specific prerequisites for AP US History, although it is essential that students are prepared, mature, organized, motivated and have a strong interest in history and reading. Students should have advanced skills in reading comprehension and analysis as it is expected that students can read and comprehend material from a college level textbook on their own. The AP class is taught at a much faster pace than regular world history and with more rigorous expectations and assessments than previous classes taken. Assessments in this course consist of timed multiple choice exams and extensive essay writing. Students will be expected to take cumulative exams that ultimately cover 40 chapters of material. Students enrolled in AP US History are expected to take the AP exam.

Estimated Homework

1-2 hours nightly. It is important to note that this serves as an estimate of the nightly average homework load. Homework completion time will depend upon the nature of the assignment and the abilities and work habits of the student.

Course information:

The AP U.S. History course is structured around themes and concepts in nine different chronological periods from approximately 1491 to the present:

- 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

Within each period, key concepts organize and prioritize historical developments. Themes allow students to make connections and identify patterns and trends over time.

Historical Thinking Skills

The historical thinking skills provide opportunities for students to learn to think like historians, most notably to analyze evidence about the past and to create persuasive historical arguments. Focusing on these practices enables teachers to create learning opportunities for students that emphasize the conceptual and interpretive nature of history. Skill types and examples for each are listed below.

Chronological Reasoning

- Compare causes and/or effects, including between short-term and long-term effects
- Analyze and evaluate historical patterns of continuity and change over time
- Connect patterns of continuity and change over time to larger historical processes or themes
- Analyze and evaluate competing models of periodization of world history

Comparison and Contextualization

- Compare related historical developments and processes across place, time, and/or different societies, or within one society
- Explain and evaluate multiple and differing perspectives on a given historical phenomenon
- Explain and evaluate ways in which specific historical phenomena, events, or processes connect to broader regional, national, or global processes occurring at the same time

Crafting Historical Arguments from Historical Evidence

- Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence
- Construct convincing interpretations through analysis of disparate, relevant historical evidence
- Evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments
- Analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context germane to the evidence considered
- Based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions

Historical Interpretation and Synthesis

- Analyze diverse historical interpretations
- Evaluate how historians' perspectives influence their interpretations and how models of historical interpretation change over time
- Draw appropriately on ideas and methods from different fields of inquiry or disciplines
- Apply insights about the past to other historical contexts or circumstances, including the present

AP United States History Exam Structure

AP U.S. HISTORY EXAM: 3 HOURS 15 MINUTES

Assessment Overview

The AP Exam questions measure students' knowledge of U.S. history and their ability to think historically. Questions are based on key and supporting concepts, course themes, and historical thinking skills.

Format of Assessment

Section I Part A:

Multiple Choice | 50-55 Questions | 55 Minutes | 40% of Exam Score

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

Section I Part B: Short Answer | 4 Questions | 45 Minutes | 20% of Exam Score

- Questions provide opportunities for students to demonstrate what they know best.
- Some questions include texts, images, graphs, or maps.

Section II Part A: Document Based | 1 Question | 60 Minutes | 25% of Exam Score

Analyze and synthesize historical data.

Assess written, quantitative, or visual materials as historical evidence.

Section II Part B: Long Essay | 1 Question | 35 Minutes | 15% of Exam Score

Students select one question among two.

Explain and analyze significant issues in U.S. history.

Develop an argument supported by an analysis of historical evidence.

AP U.S. HISTORY SAMPLE EXAM QUESTIONS

Sample 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 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.

Sample Free-Response Question: Periodization Essay

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.

Sample Short-Answer Question: Contextualization

Use the image and your knowledge of United States history to answer parts A, B, and C.

 John Gast, American Progress, 1872 Courtesy of Library of Congress

- A) Explain the point of view reflected in the image regarding ONE of the following: Migration
Technology
American Indians
- B) Explain how ONE element of the image expresses the point of view you identified in Part A.
- C) Explain how the point of view you identified in Part A helped to shape ONE specific United States government action between 1845 and 1900.

Textbook and Materials

Textbook: The American Pageant, 13th by Kennedy, Cohen, and Baily Houghton Mifflin, 2006

Supplementary Text: A Peoples History of the United States by Howard Zinn

Workbook: The American Pageant, The Guidebook: A Manual for Students, 13th edition.

Additional Resources available for use by Instructor & Students

-Kennedy, David M. & Thomas A. Bailey. *The American Spirit Primary Source Reader* 11th Edition. Vol. 1 & 2. Boston, MA: Houghton Mifflin Company, 2006.

-[The Century: America's Time](#). The History Channel and ABC News, 1999.

-In addition to these resources, throughout the year we will also incorporate the California State Social Science Standards and SDUHSD Big Ideas for Grade 11 United States History.

-California State Standards. <http://www.cde.ca.gov/re/pn/fd/documents/histsocsci-stnd.pdf>

-Big Ideas. <http://sduhsd.net/html/bigideas2004/10th%20Grade%20World%20History.pdf>

-For additional information related to AP United States History see the College Board Website: http://www.collegeboard.com/student/testing/ap/sub_ushist.html