**2023-24 AP U.S. History Fall Semester**

**Instructor**

Elaine Huynh

Room 405

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**Test Date**: Friday, May 10, 2023 @8AM

**Tutoring:** Thursdays 3:45pm-4:45pm; speak to Ms. Huynh if this time does not work for you

**Overview**

In this class, we will develop college-level skills in analyzing historical texts/images, making connections across multiple concepts, developing a historical argument, note-taking, and studying by preparing to pass the CollegeBoard AP U.S. History Exam on May 10, 2024. Over the course of fall semester, we will use these skills to cultivate our understanding of U.S. history from 1471 (European contact) to 1877 (Reconstruction) across various themes, such as national identity, social structures, migration, politics and power, and international affairs.

Successful completion of both semesters of this course is a LAHSA graduation requirement and satisfies the CSU/UC social studies requirement. Additionally, passing the CollegeBoard’s AP U.S. History exam with a score of 3 (out of 5) or higher qualifies as college credit and may satisfy general education requirements at your future college.

**Textbook**

AMSCO United States History: Preparing for the. Advanced Placement Examination (2021)

\*\*Students access the pdf version of this textbook through Schoology. They will not be given a physical copy.

**Course Materials:**

Students should plan to bring to class the following materials:

* 2 inch 3-ring binder to keep notes and documents
* School-assigned Chromebook OR personal computer
* Lined paper with 3-hole punch
* Pen, pencil, and highlighter

**Units of Study**

This course imitates a college-level U.S. history course, and students are expected to study the full range of historical topics expected in a college-level U.S. history course. A full description of course topics is available on the CollegeBoard website through the “AP U.S. History Course and Exam Description”. Below is a brief overview of the units of study this semester:

* Unit 1: Period 1 (1471-1607) - How is the "Columbian Exchange" a euphemism for the history of European colonialism?
* Unit 2: Period 2 (1754-1800) - To what extent were the original 13 colonies ever "united"?
* Unit 3: Period 3 (1754-1800) - How revolutionary was the American Revolution?
* Unit 4: Period 4 (1800-1848) - How did the U.S. define their identity in their early years?
* Unit 5: Period 5 (1844-1877) - What does a divided America look like, and how can it be solved?

**Assessments and Grading**

This course uses Equity-based Grading and Instruction (EGI) to assign grades based on demonstration of proficiency in certain skills, called Learning Targets.

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| Learning Target | Description | Type of Assessment |
| LT1 - Developments and Processes | Identify and explain historical developments and processes | Weekly textbook notes, lecture notes, timed multiple-choice quizzes, timed short-answer questions |
| LT2 - Sourcing and Situation | Analyze sourcing and situation of primary and secondary sources. | Source analysis worksheets and activities |
| LT3 - Claims and Evidence in Sources | Analyze arguments in primary and secondary sources. | Source analysis worksheets and activities |
| LT4 - Contextualization | Analyze the context of historical events, developments, or processes. | Notes, timed writing |
| LT5 - Making Connections | Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes | Document-based Questions (DBQ), Long Essay Questions (LEQ) |
| LT6 - Argumentation | Develop an argument. | Document-based Questions (DBQ), Long Essay Questions (LEQ) |

Grades will be based on the proficiency of ALL learning targets completed by the end of the grading period. Final grades will be based on proficiency levels (not averaging) of LTs. If you pass the AP exam with a 3 or higher, I will retroactively change your final grade to a 4. Students are expected to independently study and complete additional assignments outside of class in order to achieve proficiency in this class and pass the AP exam.

Opportunities for redos and retakes of assignments will be granted if students attend tutoring. However, submission of redos, retakes, and late assignments will be cut off one week before the end of the grading period.

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| **EGI Rubric for Learning Targets:**  A score of 0 will not be entered into the grade book. Students may see an M (Missing) or I (Incomplete). Students will have the opportunity to complete the work and demonstrate growth towards mastery of the Learning Targets. | |
| **4: Advanced** | Evidence demonstrates complete, detailed, and consistent understanding |
| **3: Proficient** | Evidence demonstrates understanding |
| **2: Approaching** | Evidence demonstrates significant, but incomplete understanding: |
| **1: Developing** | Evidence does not demonstrate understanding: |
| **0: No Evidence** | With assistance from teacher, the students shows no understanding of material or no evidence is presented |

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| Grading Scale: Report card and final letter grades will be assigned based on the following criteria | |
| **Letter Grade** | **Description** |
| A | I have demonstrated Advanced (4) in MOST LTs covered during the course. |
| B | I have demonstrated Proficiency (3) in MOST LTs covered during the course. |
| C | I am Approaching proficiency by receiving a score of 2 in MOST LTs covered in the course. |
| D | I am Developing proficiency in the course by scoring at least a 1 in MOST LTs covered in the course. |
| F | Has not demonstrated understanding or there is no evidence. |

**AP Classroom**

All students must register for an account on AP classroom and join our online course. The AP classroom course holds unit guides for a detailed overview of the topics covered in each unit. We will also be using the site daily for exit ticket questions and occasionally for exams.

**Tutoring**

After-school tutoring is available every Thursday from 3:45pm-4:45pm. AP students are encouraged to attend tutoring every week because it will offer a quiet, focused place to complete weekly reading assignments and study. Quiz and exam redos will occur during tutoring sessions by appointment only.

**Resources for Independent Study**

If you want extra practice outside of the classroom to prepare for the AP exam, here are some recommended resources:

* AP US History Crash Course, 4th edition by Larry Krieger
  + Review book that’s even shorter than your textbook
  + Includes key vocabulary and practice questions
* Heimler’s History Youtube Channel
  + Free Youtube videos that teach you AP skills (DBQ, LEQ, MCQ, SAQ, studying, etc.)
  + Unit Review Videos
  + Tutorials that walk you through real AP questions
* <https://www.mrklaff.com/apushcontinuityandchange.html> , <https://www.mrklaff.com/apushcomparecontrast.html> , <https://www.mrklaff.com/apushcomparecontrast.html>
  + Concrete examples of historical thinking skills

**Absences**

Due to the rigorous nature of this course, attendance is crucial to achieve proficiency. As such, if you expect to be absent from a class, you must complete make-up work on AP Classroom to catch up on content, as well as complete any missed in-class assignments during tutoring. This make-up work will consist of watching “Daily Videos” and completing “Topic Questions” on the AP classroom website.

**Tardies**

If you arrive after the class period begins (even if it’s only a minute late!), you must fill out the late sign-in form at the entrance of the classroom before you take a seat. I use this form to change your absences to tardies at the end of class, so if you do not fill out this form, your tardy will be marked as an absence instead. If I notice a consistent pattern of late arrivals, you will receive a phone call home.

**Classroom expectations**

Show respect to yourself by pushing yourself to participate, learn, and grow.

* Be prepared with all the required materials
* Arrive on time
* Participate!
* Keep your cellphone in your bag or it will be confiscated

Show respect to other students and the teacher by being conscious of how your words and actions affect others.

* Give many compliments!
* Avoid hateful language

Show respect to the classroom by cleaning up after yourself and returning any borrowed materials

* Food will be prohibited if I see crumbs; a broom is located by the door
* Gum will be prohibited if I see or touch it
* Plug in Chromebooks after use

All LAHSA school-wide rules and policies apply in the classroom.

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After reading the syllabus, please sign, complete, and return the portion below:

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| * I have read the syllabus and understand the expectations of the course   Student name:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Student signature:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| * I have read the syllabus and understand the expectations of the course. I can contact Ms. Huynh at elaine.huynh@lausd.net for further questions   Do you prefer call or text? \_\_\_\_\_\_\_\_\_  When is the best time to call you? \_\_\_\_\_\_\_\_\_\_\_\_\_  Parent name:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Parent signature:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |