

POSNACK

S C H O O L

AP United States History 2017-2018

Instructor-Mr. Oscar Siflinger

Welcome to the Advanced Placement United States History, I look forward to working with each of you throughout the 2017-2018 school years.

Primary Text Book- James A. Henretta, Edward Hindertaker, Rebecca Edwards, Robert O. Self, *America's History*, 8th edition, Boston: Bedford/St. Martins, 2014.

Summer Assignment

READ AND COMPLETE CHAPTERS 1, 2 and 3 in America's History text:

Chapter 1: **Identify and Explain** terms on page 37; answer the 5 review questions
Study the Timeline on page 39

Chapter 2: **Identify and Explain** terms on page 72; answer the 4 review questions
Study the Timeline on page 74

Chapter 3: **Identify and Explain** terms on page 111; answer the 5 review questions
Study the Timeline on page 112

Level of Advanced Placement Questions

Level One: questions are the facts of history. They can be answered from the text or other resources

Level Two: questions require students to make inferences as to how and why the factual information has an impact in the historical context in which it occurs. Students might ask themselves "So What?" about the factual information to help them understand the relevance and move to level two questions.

Level Three: questions are more abstract and attempt to get students to consider broader truths outside the historic context of the information.

Examples:

Level One: What was the Stamp Act?

Level Two: What was the most important impact of the Stamp Act on colonial resistance?

Level Three: Do attempts to assert control over people who have been allowed freedom for a long period of time always lead to resistance?

- Level One:** What were the provisions of the Compromise of 1850?
Level Two: To what degree and in what ways did the Compromise of 1850 ultimately lead to increased sectional tension?
Level Three: Are attempts to compromise on moral issues ever successful?

- Level One:** What is a 'lame-duck' president?
Level Two: To what degree and in what ways did Theodore Roosevelt's announcement that he would not seek reelection in 1908 compromise his ability to successfully enact his reform agenda in 1904?
Level Three: Does the 22nd amendment ensure that all two-term presidents will be less effective in their second term?

The Advanced Placement Exam:

The AP U.S. History Exam is 3 hours and 15 minutes long and includes both a 105-minute multiple-choice/short-answer section and a 90-minute free-response section. Each section is divided into two parts, as shown in the table below.

| Section | Question Type | Number of Questions | Timing | Percentage of Total Exam Score |
|---------|------------------------------------------|---------------------------------|--------|--------------------------------|
| I | <i>Part A: Multiple Choice questions</i> | 55 M/C | 55 min | 40% |
| | <i>Part B: Short-Answer Questions</i> | 4 Short Answers | 50 min | 20% |
| II | <i>Part A: Document-based Question</i> | 1 question | 55min | 25% |
| | <i>Part B: Long Essay Question</i> | 1 question (chosen from a pair) | 35min | 15% |

Time Management

Students need to learn to budget their time so that they can complete all parts of the exam. Time management is especially critical with regard to Section II, which consists of two essay questions. Time left is announced, but students are not forced to move to the next question. Students often benefit from taking a practice exam under timed conditions prior to the actual administration.

How Student Learning Is Assessed on the AP Exam

The following are general parameters about the relationship between the components of the curriculum framework and the questions that will be asked of students on the AP Exam:

Students' achievement of the thematic learning objectives will be assessed throughout the exam.

Students' use of the historical thinking skills will be assessed throughout the exam.

Students' understanding of all nine periods of U.S. history will be assessed throughout the exam.

No document-based question or long essay question will focus exclusively on events prior to 1607 (Period 1) or after 1980 (Period 9).

Students will always write at least one essay — in either the document-based question or long essay — that examines long-term developments that span historical time periods.

The 9 periods of the APUSH Exam are reflected in the following weighting

| Period | Date Range | Approximate Percentage of... |
|--------|------------|------------------------------|
|--------|------------|------------------------------|

| | | Instructional Time | AP Exam |
|---|--------------|--------------------|---------|
| 1 | 1491-1607 | 5% | 5% |
| 2 | 1607-1754 | 10% | |
| 3 | 1754-1800 | 12% | 45% |
| 4 | 1800-1848 | 10% | |
| 5 | 1844-1877 | 13% | |
| 6 | 1865-1898 | 13% | |
| 7 | 1890-1945 | 17% | 45% |
| 8 | 1945-1980 | 15% | |
| 9 | 1980-present | 5% | 5% |