

AP United States History Information Sheet

The AP U.S. History course at Chino Hills High School enables students the opportunity to take a college-level course and earn college credit while still in high school. AP exams are given each year in May. Students enrolled in the course are expected to take the AP exam, though it is not required.

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AP United States History Course Overview

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society.

- Students should be able to read a college-level textbook and write grammatically correct and complete sentences.
- Willingness to devote substantial time to homework and study are necessary to succeed.
- If you are unsure, please talk to your current English or history teachers, counselors, or you may speak with either of us.

AP U.S. HISTORY DISCIPLINARY PRACTICES

Practice 1: Analyzing Historical Evidence

Primary Sources

- Explain the relative historical significance of a source's point of view, purpose, historical situation, and/or audience.
- Evaluate a source's credibility and/or limitations.

Secondary Sources

- Explain how a historian's claim or argument is supported with evidence.
- Analyze patterns and trends in quantitative data in non-text-based sources.
- Evaluate the effectiveness of a historical claim or argument.

Practice 2: Argument Development

- Make a historically defensible claim in the form of an evaluative thesis.
- Support an argument using specific and relevant evidence.
- Use historical reasoning to explain relationships among pieces of historical evidence.
- Consider ways that diverse or alternative evidence could be used to qualify or modify an argument.

AP U.S. HISTORY REASONING SKILLS

Skill 1: Contextualization

- Use context to explain the relative historical significance of a specific historical development or process.

Skill 2: Comparison

- Explain the relative historical significance of similarities and/ or differences between different historical developments or processes.

Skill 3: Causation

- Explain the difference between primary and secondary causes and between short- and long-term effects.
- Explain the relative historical significance of different causes and/or effects.

Skill 4: Continuity and Change Over Time

- Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/ or change.

Sample Schedule

1	Henretta, pp. 432-441 "The Struggle for National Reconstruction"	11/12 Monday
2	Henretta, pp. 441-450 "The Meaning of Freedom"	11/13, Wednesday
3	Henretta, pp. 450-460 "The Undoing of Reconstruction"	11/15, Thursday
4	Unit 5 Test	11/16, Friday

Please note, a required summer assignment may be required to be completed prior to the first day of school. Any summer assignment will be posted on the school web site.