



Independence High School

Advanced Placement United States History

AP EXAM DATE: MAY 8th, 2026, @ 8 am (must report to testing location at 7:30 am).

Instructor: Mrs. Janice L. Sutton **Email Address:** janicel.sutton@cms.k12.nc.us

Website: <https://sites.google.com/cms.k12.nc.us/j-sutton-website/home>

Required Text: Brinkley, Alan, *American History: Connecting with the Past*, 15th Edition, and AMSCO Advanced Placement Edition: United States History

Required Material: One plastic ring binder or folder filled with loose-leaf paper (College Ruled) and for handouts, something to write with (pens & pencils), and a computer. **Optional:** color pencils, post-it notes, and replacement holes.

Students need to bring their CMS charged chromebooks everyday (no personal devices allowed).

Recommended Resources (optional): AP United States History Exam Study Guides

Textbook chapter reviews:

<http://www.apushreview.com>

<http://www.apushreview.com/textbook-chapter-review-videos-2/chapter-review-videos/>

AP Primary text sources:

<http://ap.gilderlehrman.org>

Communication: We will be using Parent Square, or you can also email me.

Course Description: The Advanced Placement United States History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials of U.S. History. Students will work on open-ended and document-based essays and will analyze diverse sources, such as historical essays, novels, biographies, diaries, letters, newspapers, trial transcripts, speeches and statistics. This course prepares students to take the Advanced Placement United States History Exam given by the College Board. Students (based upon their score) can receive up to six college credits. This course is designed to make demands upon students equivalent to those of an introductory college courses and is, therefore, **an intensive reading and writing course**.

TESTS AND ESSAYS

Tests will generally consist of a multiple-choice section and an essay section with the essay portion having a higher weight. Each test is likely to cover a significantly greater volume of material than many students have previously experienced. These tests will emphasize factual information, multiple causation/multiple outcomes, and the concept of change over time and will require students to interpret and evaluate the events of history and support their conclusions with relevant specific factual information. There are likely to be no more than four to five major grades per quarter. The

limited number of grades per quarter means that each major grade has a significant impact on the quarter grade. **Students who are “absent” during their class meeting will receive an alternate exam which will not receive the additional extra-credit or curve that might be offered during the “regular” exam session.** Students need to be present and prepared for their exams on their exam dates.

In addition to test essays, additional in-class or out-of-class timed writing/essays or FRQs will be required per quarter. Each will count as a major grade. Reading checks and “pop” quizzes will be used if it is apparent that students need additional incentive to responsibly keep up with reading assignments.

HOMEWORK

Homework will consist almost exclusively of reading assignments, with an occasional outside essay. Each Unit identifications (ID’s) and/or Main/idea logs will be assigned, and will be tested on all Unit Tests. As students, you are responsible for completing and mastering assignments on time. **YOU MUST READ THE TEXTBOOK and it is YOUR JOB to keep current with the reading during each unit. You should plan to read 8-10 pages of text EACH and EVERY night.**

****Students should expect light assignments over fall break, winter holidays, and spring break.**

HONOR CODE

Please read the Independence Honor Code and make sure you understand it. This includes the use of any form of AI on assignments. bit.ly/IHShonorcode

GRADING: The CMS grading scale: A= 90-100, B= 80-89, C= 70-79, D= 60-69, F= 0-59

GRADING PROPORTIONS

Grade Type	Percentage	Types of Assignments
Prepare Grades	20%	Homework, warm-ups, and exit tickets (check for understanding)
Rehearse Grades	30%	Reading & Vocabulary Quizzes, Mini-Projects, & Classwork
Perform Grades	50%	Unit Assessment, Performance Tests, Writing Assignments, Projects with Rubrics

Late work and Make-up policy: Late work is defined as any assigned work that is not completed and ready to turn in before coming to class on the day it is due. Work not turned in on time will be counted as being “late”. Late assignments will be accepted for a grade until one week (5 school days) after the “Perform” date unless the “Perform” grade falls at the end of the quarter for which the principal may set the final date for all work to be submitted. Late penalties of no more than 5 points **per day** (unless absent) will be deducted for late work (using a 100 point scale). Assignments submitted after the “Perform” date will receive a 50% and feedback on progress will be provided to the student. Work is due the first day upon returning after an EXCUSED absence for no penalty. If a student is absent on an exam day, they must arrange to take the MAKE-UP exam upon return to school but within 5 days of the original date. MAKE-UP exams will not receive the option for extra credit or curve and will be randomized assessment from materials covered within the text and class. NO make-up exams/missing work/retest will be scored after the 5 days of original exam date per CMS 2024/25 scoring policy.

**** Remember at all times- You Are Responsible For Your Own Actions!**

(This means if you choose not to do an assignment you are responsible for making it up or receiving a fail for your grade. If you choose to break a school/class rule you are responsible to accept the consequences. You can blame no one for your actions but yourself!)

There is a very strong correlation between attendance and academic achievement. It is essential that you attend class, be on time and be prepared to be an active participant in your own learning. All students are expected to adhere to the behavior policies outlined in the CMS Handbook. Students' conduct should be respectful, responsible, and safe at all times.

Retake Policy on Unit Assessments:

In the event that a student makes less than an 80% or higher on a Unit Assessment, the student has the opportunity to take a retest on the same material but not the same test. Any student wishing to retake a unit test must do so within the 5 days after the original exam. The student must have taken the practice test first to be eligible for the retake test. A student will not be able to score higher than a 79% on the retake.

Infinite Campus Parent Portal Information: Parents may access their student's grades and attendance using the Parent Portal. The teacher keeps grades updated every week

ADDITIONAL HELP: Tutoring is available on Tuesdays & Thursdays **2:20 to 3:00** and other times by appointment. This is also the time that you can make-up or retake a test, make-up a quiz, or other assignments..

My Expectations:

1. Respect time.
2. Bring the required materials to class.
3. Allow yourself and others to learn!

CELL PHONE POLICY:

Cell phones will not be allowed during class time and per state law and school wide policy, cell phones will be collected upon entering class. Earbuds will not be allowed and may be collected. Students WILL NOT be permitted to use their own ipad, laptop, or other device to complete school work inside the classroom during the school day. Only school issue devices will be permitted inside the classroom to be used.

AP United States History Course Content and Test Dates:

The AP US History course is structured around themes and concepts in nine different chronological periods:

Period 1 (4-6%): 1491-1607: On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world. **TEST DATE 9/3/25 and 9/4/25**

Period 2 (6-8%): 1607–1754 Europeans and American Indians maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and native societies emerged. **TEST DATE 9/25/25 and 9/26/25**

Period 3 (10-17%) 1754–1800 British imperial attempts to reassert control over its colonies and colonial reaction to these attempts produced a new American republic, along with struggles over the new nation's social, political, and economic identity. **TEST DATE 10/22/25 and 10/23/25**

Period 4 (10-17%) 1800–1848 The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes. **TEST DATE 11/17/25 and 11/18/25**

Period 5 (10-17%) 1844–1877 As the nation expanded and its population grew, regional tensions, especially over slavery, led to a civil war — the course and aftermath of which transformed American society. **TEST DATE 12/16/25 and 12/17/25**

Period 6 (10-17%) 1865–1898 The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes. **TEST DATES 1/13/26 & 1/14/26 (*see midterm schedule) Full Unit Test will be 1/27/26 & 1/28/26.**

Period 7 (10-17%) 1890–1945 An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role. **TEST DATE 2/25/26 & 2/26/26**

Period 8 (10-17%) 1945–1980 After World War II, the United States grappled with prosperity and unfamiliar international responsibilities, while struggling to live up to its ideals. **TEST DATE 3/31/26 and 4/1/26**

Period 9 (4-6%) 1980–Present: As the United States transitioned to a new century filled with challenges and possibilities, it experienced renewed ideological and cultural debates, sought to redefine its foreign policy, and adapted to economic globalization and revolutionary changes in science and technology. **TEST DATE 4/22/26 and 4/23/24**

AP History Disciplinary Practices

Practice 1: Analyzing Historical Evidence

- Primary
- Secondary

Practice 2: Argument Development

Historical Reasoning Skills	Themes in American History “AP GAMES”
Skill 1: Contextualization Skill 2: Comparison Skill 3: Causation Skill 4: Continuity and Change Over Time	American and National Identity Politics and Power Geography and the Environment America in the World Migration and Settlement Exchange: Work, Exchange, Technology Society and Culture

NATIONAL ADVANCED PLACEMENT EXAMINATION

The Advanced Placement Program of the College Board affords students the opportunity to receive college credit hours for AP US History by successfully scoring level 3, 4, or 5 on the national examination offered on **May 8, 2026**. College Board scores the exam and results are published for students in early July. **Taking the AP Exam is required for this CMS course.**

AP Exam Format

Section	# of Questions	Time & Percentage	Description
Section 1 Part A: Multiple Choice (MCQ)	55	55 minutes 40% of Exam Score	<ol style="list-style-type: none"> Questions usually appear in sets of 3–4 questions. Students analyze historical texts, interpretations, and evidence. Primary and secondary sources, images, graphs, and maps are included

Section 1 Part B: Short Answer (SAQ)	3	40 minutes 20% of Exam Score	<ol style="list-style-type: none"> 4. Students analyze historians' interpretations, historical sources, and propositions about history. 5. Questions provide opportunities for students to demonstrate what they know best. 6. Some questions include texts, images, graphs, or maps. 7. Students choose between 2 options for the final required short-answer question, each one focusing on a different time period: <ol style="list-style-type: none"> a. Question 1 is required, includes 1–2 secondary sources, and focuses on historical developments or processes between the years 1754 and 1980. b. Question 2 is required, includes 1 primary source, and focuses on historical developments or processes between the years 1754 and 1980. c. Students choose between Question 3 (which focuses on historical developments or processes between the years 1491 and 1877) and Question 4 (which focuses on historical developments or processes between the years 1865 and 2001) for the last question. No sources are included for either Question 3 or Question 4.
Section 2 Document Based Question (DBQ)	1	60 minutes 25% of Exam Score	<ul style="list-style-type: none"> • Students are presented with 7 documents offering various perspectives on a historical development or process. • Students assess these written, quantitative, or visual materials as historical evidence. • Students develop an argument supported by an analysis of historical evidence. • The document-based question focuses on topics from 1754 to 1980.
Section 2 Long Essay (LEQ)	1	40 minutes 15% of Exam Score	<ul style="list-style-type: none"> • Students explain and analyze significant issues in U.S. history. • Students develop an argument supported by an analysis of historical evidence. • The question choices focus on the same skills and the same reasoning process (e.g., comparison, causation, or continuity and change), but students choose from 3 options, each focusing on historical developments and processes from a different range of time periods—either 1491–1800 (option 1), 1800–1898 (option 2), or 1890–2001 (option 3).

