

Category	Regular U.S. History	A.P. U.S. History
Textbook	<p>Each chapter is broken into 4-5 sections with review questions and map skills. The answers to the questions are explicit in the reading. The images/maps/graphics help understand the reading. Average chapter is 15-20 pages. Approximately half of the book is used/taught between September and June.</p> <p>Approximate cost of required textbook: \$14.99</p>	<p>Each chapter is structured like a college textbook without individual sections. The review questions often require outside research to be able to answer them. The images are mostly primary source documents. Average chapter is 30-40 pages. All 41 chapters are covered and taught between the summer homework and March.</p> <p>Approximate total cost of required textbook: \$84.99</p> <p>Approximate cost of taking the APUSH Exam: \$100.00</p>
Reading/Homework Expectations	<p>Homework is 2-3 times a week and on average 15-20 minutes per assignment. Weekly current events.</p>	<p>Homework is given via a monthly homework sheet and students should expect to spend on average 1 hour per assignment. No current events.</p>
Daily Lesson	<p>Combinations of homework review, lecture, video, simulation, group/pair work, silent reading, computer lab research, presentations, and discussion. Class is taught on a high school 11th grade level which includes more “hands on” learning techniques (group projects/assignments, simulations, multiple varieties of learning, etc.)</p>	<p>Mostly lecture, some simulations, discussions (Socratic Seminars), and computer lab time in the 2nd semester for the Document Based Question project. Class simulates what most college-based lecture classes are like to prepare student for this experience.</p>
Tests	<p>Tests include multiple formats including short answer, multiple choice, essay, etc.</p>	<p>Tests strictly follow the format of the College Board (i.e multiple choice questions, short answer, free response/“long” essays and document based essay).</p>
Writing/Essays	<p>Students complete in-class essays on multiple topics with an emphasis on providing</p>	<p>Students complete in-class Long Essays and DBQs which are graded utilizing the</p>

	evidence to back up the complex thesis.	College Board's rubric.
Projects	Historical Newscast, Civil Rights Inquiry Project, Student created "fireside chats", Japanese American Storyboard Project, U.S. at War Project, Student created PowerPoint presentations without words, debates, small and large group presentations, Current Events Flipboard creation, Creating Your Own State of the Union speech	Summer reading poster, "Texting the Adams family," Historical Minds/Improv, Timelines, DBQ Project (1/3 of second semester grade), 2 nd semester Final Project
Simulations	Acting out skits from history, Civil War/Reconstruction role play, Impeaching a member of the class, Historical Improv, Progressive Press Conference, Watergate Theater	Acting out skits from history, Historical Improv, Impeaching a member of the class, Progressive Press Conference, Watergate Theater
Other/On-line resources...	Schoology online forums, Utilizing historical databases/websites, Wordle	Schoology online forums, outside AP review sites, utilizing historical databases/websites, College Board review material

If you are applying for APUSH I want to ensure that this is a proper placement for you. Therefore I am asking you to get the signature of one of your World History teachers as a recommendation for the course. Please politely ask them to sign below and if they have any concerns they can discuss them with you or email Mr. Hegarty. You will also need the signature of a parent acknowledging that they too think it is a good placement for you. If they have any questions please have them email me. Thank you!

Student Name (please print) _____

Parent signature _____

World History teacher signature _____