

Syllabus

AP United States History

Teacher: Mr. Skelton, Room H57; Mr. Chad Hoge, Room: H69

Over View of Course: Advanced placement courses are designed by the College Board to give high school students an opportunity to receive college credit while in high school. These courses also offer students the opportunity to develop analytical and writing skills that are critical for success on the college level. The content and organization is set forth by the College Board and the final evaluation of the student's eligibility for college credit is determined by a standardized test created and scored by the Board and Educational Testing Service. This test, administered in **May at Centennial**, is scored on a scale of 1 to 5; students who receive a 3 or higher are generally eligible for college credit. Each university and college independently determines how much credit is awarded for a given score.

The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. All AP classes require considerable commitment on the part of the student. This class will require an extensive amount work outside of the classroom; students should expect to read a *minimum* of thirty textbook pages a week plus regular writing assignments and projects.

Course Themes:

American and National Identity

This theme focuses on how and why definitions of American and national identity and values have developed, as well as on related topics such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.

Work, Exchange, and Technology

This theme focuses on the factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government.

Migration and Settlement

This theme focuses on why and how the various people who moved to, from, and within the United States adapted to their new social and physical environments.

Politics and Power

This theme focuses on how different social and political groups have influenced society and government in the United States, as well as how political beliefs and institutions have changed over time.

America in the World

This theme focuses on the interactions between nations that affected North American history in the colonial period, and on the influence of the United States on world affairs.

Geography and the Environment

This theme focuses on the role of geography and both the natural and human-made environments on social and political developments in what would become the United States.

Culture and Society

This theme focuses on the roles that ideas, beliefs, social mores, and creative expression have played in shaping the United States, as well as how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history.

Materials:

- Students are responsible for the care of the textbook: The Enduring Vision Boyer, Clark, Kett, Salisbury, Sitkoff, and Woloch; Fifth Edition, published by Wadsworth Cengage Learning, 2004,
- Students should purchase A People's History of the United States 1492 – Present by Howard Zinn (2005 or 2006 editions)
- Student will receive excerpts from primary & secondary historical documents on a weekly basis to supplement the textbook.
- Class notebook, Students should get a three ring binder (about 1 ½ inches) as soon as possible. The maintenance and organization of this notebook is critical to student success.
- Notebook paper and something to write with will be required everyday
- Index Cards
- The website: <http://www.apunitedstateshistory.org> contains the schedule and assignments for the course as well as a wealth of material selected to help students succeed in AP US History. It is a valuable asset for students and parents to keep aware of what is happening every day in class. Students are responsible for information contained daily in the website including assignments.
- A POSITIVE ATTITUDE AND A DETERMINATION TO SUCCEED!!!!**

Classroom Policies

Rules:

- Students must remain in their assigned desk, unless they receive permission to move.
- Students are not permitted to talk during instruction.
- Students should show respect to their classmates and teacher, including personal and school property.
- Absolutely NO non-instructional use of cell phones or other electronic devices in the classroom (this includes calls from parents and text messaging)
- All assignments must be submitted at the start of class on the date due unless student receives prior approval for late submissions. No late work will be accepted without prior approval.
- Assignments earning a grade less than 50% are considered inadequate teacher may require that these assignments be completed again (this will be done solely at the teachers discretion).

Consequences:

1st violation: teacher reprimand

2nd violation: call home and detention

3rd violation: office referral

Tardy Policy: Students are expected to be in class with their materials when the bell rings, punishment will conform to the Centennial's tardy policy as stated in the Student Handbook.

Make-up Policy: MAKE-UP WORK IS THE RESPONSIBILITY OF THE STUDENT, assignments and test dates will be listed on the class website. Students are to check the website and retrieve the necessary assignments. Absences do not excuse students from make-up work. **It is the responsibility of the student to note at the top of make-up work if the absence is excused.**

Tutoring and Detention: It is imperative that students attend all scheduled after school tutoring sessions. Additionally Mr. Hoge will be available for office hours on an as needed basis; students should arrange a meeting time at least one day in advance.

Grading:

Grades will be determined by student performance on major tests, quizzes, projects, class participation, essays and class work. Class averages will be updated weekly and available for review

- **Quizzes:** Students will have unannounced quizzes over assigned readings on a regular basis, these will constitute 5% of the final grade
- **Tests:** Students must take tests if present on the day of the test, absence 1 or 2 days before an announced test does not excuse the student from the test. There will be at least 2 unit tests during the semester. We will proceed with the material in the order it is presented on the class website. These tests will follow the model of the actual College Board exam with between 40 and 80 multiple choice questions and short answer. They will be partially cumulative of all information covered up to that point in the course. Students who do not receive passing scores on tests are required to retake the test. Scores on the retakes will be averaged with the original score to arrive at the final grade. Tests will count 30% of the grade
- **Final Exam/EOC:** A comprehensive final will be given at the end of the semester which will include multiple choice questions and three essays – 20% of the grade
- **Essays:** this will include essay writing done in and out of class, 30% of grade
 - **Writing:** The ability to write an effective essay is CRITICAL for success in the course, therefore several we be assigned. These writing assignments will utilize the College Board rubric for the two free response questions found on the AP Exam
- **Learning Activities (5% of final grade)**
 - **Homework:** This will include the creation of flash cards / outlines and a variety of other tasks completed at home.
 - **Activities,**
 - **Class work:** A variety of in class projects will be given to reinforce and highlight the AP themes present in the historical narrative.
 - **Notebook:** Students are required to keep a well-organized notebook for this class.
- **Performance Assessments (10% of the final grade)**
 - A variety of projects completed in class and at home will be given to reinforce and practice the AP themes and historical thinking skills covered in the class including Socratic Seminars, debates, and discussions will be included in this category

Instruction: Course content will be presented in a variety of ways, including but not limited to cooperative learning, multimedia presentations, film, lecture, simulation, reading, and projects. Throughout the year student will work with their textbooks and primary sources to interpret and deconstruct historical documents to identify reliable data, bias, and point of view. These exercises will develop their skills in historical scholarship.

Our Goal: At the conclusion of this class, it is my goal that students will have a basic understanding of the major events of U.S. history and students will master the skills of historians and geographers including critical reading, chronology, maps, writing and graphs.

Honor Code

As a community that values academic honesty and seeks to provide the highest levels of learning for students, the Centennial administration, faculty, parents, and students do not tolerate cheating.

As stated in Fulton County Board of Education Policy, cheating includes:

- Copying or borrowing from another source and submitting it as one's own work – including plagiarizing sources from the internet
- Seeking or accepting unauthorized assistance from anyone on tests, projects, or other assignments
- Providing or receiving test questions in advance without permission
- Working collaboratively with other students when individual work is expected – including homework
- Other offenses as determined by administration

Consequences for copying or providing answers on an assignment which should have been completed by an individual student:

First offense – zero on the assignment; teacher requires assignment completion for 70%; assignments not redone will remain a zero

Second offense – zero on the assignment; parent notification; teacher requires assignment completion for 50%; assignments not redone will remain a zero

Third and further offenses – zero on the assignment; parent notification; disciplinary referral to administrator; teacher requires assignment completion for 50%; assignments not redone will remain a zero

Consequences for plagiarism on a research paper or project; receiving or giving answers during a test or quiz:

First offense – zero on the paper, project, or test; parent notification; teacher requires the original or an alternate assignment to be completed for 50%; time allowed will be half the original time assigned; assignments not redone will remain a zero

Second and further offenses – zero on the paper, project, or test; parent notification; disciplinary referral to administrator; dismissal from leadership positions; exclusion or dismissal from honor societies; teacher requires the original or an alternate assignment to be completed for 50%; time allowed will be half the original time allowed; assignments not redone will remain a zero

The following violations shall result in immediate administrative referral and exclusion or expulsion from all honor societies: cheating on a final exam; altering or forging grades, gradebooks, progress reports, report cards, or academic records; fabricating data or signatures; theft of a test or other school resources. Students who commit an honor code violation could also lose leadership positions in clubs or organizations.

Consequences will be applied if cheating occurs on any work submitted by a Centennial student in an event, competition, or contest in which he represents the school system.

Additional possible consequences may include exclusion from interscholastic activities and extracurricular activities, as determined by the administrator.

Recovery Policy

Teachers will offer remediation assignments and/or remediation (help) sessions and/or individual remediation sessions for students who fail to meet the objectives of the standards covered in the curriculum.

Students may request to redo missing work or work which resulted in a zero for a maximum grade of 70%, within the six weeks in which the assignment occurred. Teachers may extend the time period allowed based on extenuating student and/or teacher circumstances. After the student has completed/redone all work, resulting in no recorded zeroes, if the student's CUMULATIVE average is below a 74%, the student may request a teacher determined alternate assignment designed to bring the student's CUMULATIVE average to a minimum 70%.

Recovery work should be completed within 10 days prior to the end of the semester. Teachers may alter this time period based on extenuating student and/or teacher circumstances.