


Classroom Policies & Expectations

A.P.U.S. HISTORY



**Ms. Garvey
Room 108
2009-2010**

Class Rules for Success:

1. **Good Attendance:** You can't succeed if you are not here.
2. **Be On Time:** It's the polite thing to do and prevents class disruptions.
3. **Be Prepared:** Come with your book, notebook, writing utensil, and finished homework, be ready to learn and to participate in the learning experience.
4. **Positive Attitude:** You won't succeed if you don't care. If you look for the negative, you will surely find it.
5. **Do Your Best:** Don't shortchange your education.
6. **Respect...** Yourself, Other Students, Your Teacher, and School Property.

Be a person of character:

- ◆ Trustworthy
- ◆ Respectful
- ◆ Responsible
- ◆ Fair
- ◆ Caring
- ◆ Good Citizen



Classroom Procedures:

1. You should be seated in your assigned seat when the bell rings.
2. You should remain in your seat till the bell ending class rings.
3. Homework assignments are due at the start of class. Papers should be stapled and have your name on them.
4. Students are responsible for getting their make-up work the day they return to school, and **should not wait till the next class period**. Handouts given on days missed will be in the make-up tray on the back board. Check your Unit Study Guide for what else you missed. Explanations of make-up work must wait till the end of the hour, seminar, or before or after school. Homework due the next class period should be done.
5. Pick up after yourself, and don't leave things under your desk.
6. Don't talk when the teacher is talking, during tests, and other instructional activities.
7. Disruptive students will be given time after school or a referral.

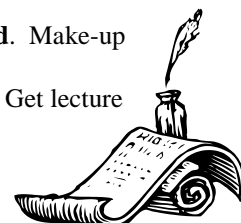
ATTENDANCE POLICY: Attendance is extremely important. A student should not be absent from class unless absolutely necessary. **It is the student and their parent's responsibility to make sure that they attend class on a regular basis.** A student should miss no more than 5 days out of the entire semester.

Absences will be dealt with according to the following school policies:

- **Excused Absences: Parents Contact School within 48 hours.**
- **Unexcused Absences:**
 - 1st = Referral & ASD.
 - 2nd = Referral & ASD.
 - 3rd = Suspension after a hearing.

Make-Up Work Rules: Each student is responsible for any and all work they missed. Make-up work must be completed promptly according to the following guidelines:

Collecting Make-Up Work: Look at Unit Study Guide. Get handouts from folder on the wall. Get lecture



notes from friends, teacher, or APUSH web page. See teacher before or after school or during seminar. AP Students are responsible for **getting their make-up work the day they return to school**, and should not wait till the next class period. They are also **expected to make arrangements to get & complete their work for school absences ahead of time**. Homework due the next class period should be on time.

Due Dates for Make-Up Work:
Daily work = 2 school days (not class period)
Tests = **4 school days**
long term papers & projects = next class period

Class participation points will be made up in the following ways:

- completion of written work involved in the activity.
- a paper on the topic that was discussed.

Students who missed several consecutive days should make arrangements with the teacher as to when their work is due.

TARDY POLICY: You are tardy if you are not past the doorway when the bell rings. Students who are tardy disrupt the learning activity and cause the teacher to waste instructional time on paper work. Late students are expected to enter the room as **quickly and quietly** as possible. Tardy students who are noisy and rude when entering the classroom, will be referred to an administrator. The following policies apply to all tardy students for **each semester:**

- 1st Tardy = Warning.
- 2nd Tardy = 15 minutes detention.
- 3rd Tardy = Conference, referral to Academy Principal.
- 4th Tardy = Conference, referral to administrator.
- 5th Tardy = Referral to administrator, LTS hearing.

Course Prerequisites:
3.25 GPA
Pre-AP World History or a B in World History
B in Honors English II

These prerequisites are a guideline only. Students who do not meet the prerequisites should schedule a short conference with the teacher. **The most important prerequisite is a student's desire to learn, their willingness to challenge themselves, and their work ethic.*

Advantages of Taking A.P. courses:

- Earn up to 6 hours of college credit for free.
- Best preparation of succeeding in college.
- Will help you get accepted into the more prestigious universities.
- Will improve your reading, writing, thinking, and discussion skills.
- Builds character and scholarship.
- Learn more about your country's history.

Grading Policies:

Grades in A.P. History will be given every 6 weeks. The six week grading periods will accumulate into two semester grades. The grades will be based on the following scale:

90 - 100% = A
80 - 89% = B
70 - 79% = C
60 - 69% = D
59% & BELOW = F

The following activities will determine what grade a student earns:

TESTS	40%
HOMEWORK, READING NOTES, NOTEBOOK, QUIZZES	20%
PAPERS & PROJECTS	20%
CLASS PARTICIPATION	20%

2. **Tests:**

There will be a test in A.P. History approximately every 3-4 weeks. Tests will be objective and essay. All objective and essay tests will be closed book and closed note. Tests may be retaken by students after school or during seminar within 6 school days after receiving their original test score. Test scores may be raised a maximum of 20% or to reach 75% which ever is higher. Students may be required to complete review work before retaking a test. Students have the option of correcting their objective tests before, after school, or during seminar for partial points.

Comprehensive Class Exam: At the end of the each semester, all students will take a semester final exam. This comprehensive objective exam, which will be considered in computing final grades, the second semester exam will be given before and after the AP Exam, as part of the review process. There is no retake of this test.

3. **Quizzes:** Quizzes will not be announced ahead of time. Unannounced quizzes over the readings may be given any class period. They will be used to determine if students are reading their assignments. Term quizzes will be given to see if students are learning the key terms. Quizzes can not be retaken. Both kinds of quizzes will be only over the assigned terms or readings for that day.

4. **Reading Assignments:** **The most important homework in A.P. History is the reading assignments!** Students will be expected to read approximately 30 pages per class period. Success in this course is based on a sound knowledge of the material and the ability to analyze and evaluate that material. Classroom instruction will focus on understanding, analyzing, and evaluating A.P. History. Students are expected to come to class "prepared" to discuss assigned topics. Prepared means they have read and taken notes on the topics to be discussed.

5. **Daily work:** **No late homework will be accepted.**

6. **Papers and Projects:**

There will be one take home essay and/or project with each unit. Essays will vary in scope and difficulty. These assignment are a critical part of a student's grade and should be well researched, written, and presented. A project will require the same foundations as an essay paper, but would be a visual and/or auditory presentation of the material.

Late essay papers and projects will receive the following grade deductions:

- 2 minutes - 24 hours late = minus 10%
- 24 - 48 hours late = minus 20%
- over 48 hours late = 0%

7. **Class Participation:**

There will be a daily grade for work done during class. This grade will be based on the accuracy and completeness of written material done during class time, student participation in individual and group learning activities, and time spent on task. Class work will include...

- writing assignments.
- work on individual and group projects.
- oral participation in group discussions
- oral presentations by groups or individuals.
- cooperative learning activities.
- observation of student participation in group activities.



When class work involves an assessment of student participation, points will be awarded in multiples of 5 on the following scale:

- 5 points = satisfactory
- 4 points = needs improvement
- 1-3 points = inattentive, off task, disruptive, disrespectful of other students
- 0 points = absent

A.P.U.S.H. –Advanced Placement U.S. History

Course Design:

APUSH is a challenging course that is meant to be the equivalent of two semesters of a freshmen college survey course on American History. It is an in depth study of American history from the age of exploration and discovery to 1992. Solid reading and writing skills, along with a willingness to devote a considerable amount of time to reading and study are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, class discussion, interpretation of original documents, and historiography. Students enrolled in APUSH are required to take the Advanced Placement U.S. History test given by the College Board on Friday, May 7, 2010. The school district will pay the \$86 test fee. Students who score well on the test may earn 3-6 hours of college credit.

Course Objectives — Advanced Placement U.S. History students will:

1. Master a broad, in depth body of historical knowledge, while improving their reading and note taking skills.
2. Demonstrate an understanding of historical chronology, by analyzing change over time.
3. Interpret, analyze, and evaluate primary source documents, including textual documents, letters, illustrations, photographs, sound recordings, film, cartoons, graphs, charts, etc.
4. Analyze and evaluate secondary sources by examining the author, their thesis, evidence presented, historical viewpoint, accuracy, and validity.
5. Effectively use analytical skills of evaluation, cause and effect, compare and contrast, proposition/support in class discussions and essay papers.
6. Use historical data, primary and secondary sources, to support an argument or position during class discussions and in essay papers.
7. Differentiate between historical schools of thought, understand how those schools of thought impacted the study of history, and detect bias in historical writing.
8. Create insightful thesis statements; organize facts, data, and analysis into concise outlines; and write Free Response and Document Based Essays that are rich in factual content and analysis.
9. Learn to love history and develop their scholastic abilities.
10. Prepare for and successfully pass the Advanced Placement U.S. History Exam

Major Units of Study will include:

1. The Columbian Exchange and Colonial America.
2. American Revolution and Early Republic.
3. Our National Experience during Antebellum America.
4. Territorial Expansion, the Civil War, & Reconstruction.
5. The Transformation of the American West.
6. Industrialization, Urbanization, & Reform.
7. American Imperialism, World War I, & the 1920's.
8. The Great Depression, New Deal, & World War II.
9. American during the Cold War & Civil Rights Movement, 1946-1992.

As these units are studied, students will analyze historical change over time using the following themes:

- **Diversity**—What does race, class, ethnicity and gender tell us about how we relate as a people? How do our views on diversity change throughout our history? How has diversity affected our society and culture?
- **Identity**—How do Americans see themselves as a people? How does this view change over time? How does this view change by region during critical time periods?
- **Culture**—How do Americans express who they are, what they think, and what they feel in literature, art, philosophy, music, theater, and film? How does American aesthetics change over time? What is

the impact of this need to be creative?

- **Demographics**—How does demographic data help us understand American society and how it changes over time? How does the movement of people impact our political, economic, and social structure? What role has immigration played in American Society?
- **Economics**—How and why does the American economy transform from mercantilism, to the market economy, to capitalism, to consumerism? What role does technology play in these changes? What impact do these changes have on labor and society?
- **Environment**—How has the human-environment relationship changed from Pre-Columbian Times to today?
- **Globalization**—How have global patterns of interaction changed from Columbus to the Internet? What effect has increasing globalization had on America?
- **Politics & Citizenship**—How has the American Nation and its people struggled to fulfill the dreams of our colonial fathers and the ideals of our founding fathers? How has the nation become more democratic over time, and what role have individuals played in this struggle?
- **Reform**—How have reform movements changed our nation and society? What role does reform play in democracy? What do these reform movements have in common?
- **Religion**—From the Puritans & Quakers to the Religious Right, what impact has religion had on American politics, economics, society, and culture?
- **Slavery**—How and why did slavery develop in the Americas? How was slavery ended in the United States? What are the long range consequences of slavery and racism on American identity, politics, economics, and society?
- **War & Diplomacy**—What impact has war had on American politics, the economy, and society? How have American interactions changed over time with the following: England, France, Japan, Mexico, Europe, Africa, the Middle East, and Asia? What has been and should be America's role in world affairs?

As students study these objectives and themes, they should develop the following Habits of the Mind (from the 1987 Bradley Commission on History):

1. Understand the significance of the past.
2. Distinguish between the important and the inconsequential.
3. Develop historical empathy as opposed to present-mindedness.
4. Acquire at one and the same time a comprehension of diverse cultures and of shared humanity.
5. Understand how things happen and how things change.
6. Comprehend the interplay of change and continuity.
7. Prepare to live with uncertainties.
8. Grasp the complexity of historical causation, respect particularity, and avoid excessively abstract generalizations.
9. Appreciate the often tentative nature of judgments about the past.
10. Recognize the importance of individuals who have made a difference in history.
11. Appreciate the force of the non-rational, the irrational, and the accidental.
12. Understand the relationship between geography and history as a matrix of time and place.
13. Read widely and critically.

Textbooks: Each student will have their own copy of the following:

- Brinkley, Alan. *American History: A Survey*. 12th ed. New York, New York: McGraw-Hill, 2007.
- *Graebner, William, and Leonard Richards, eds. *The American Record: Images of the Nation's Past*. vol. 1. 5th ed. New York, New York: McGraw-Hill, 2006.
- *Graebner, William, and Leonard Richards, eds. *The American Record: Images of the Nation's Past*. vol. 2. 5th ed. New York, New York: McGraw-Hill, 2006.
- Davidson, James West, and Mark Hamilton Lytle. *After the Fact: The Art of Historical Detection*. 5th ed. New York, New York: McGraw-Hill, 2005

*Each chapter in the Graebner books includes an interpretive essay, a collection of excerpts from primary source documents, a collection of images, and a list of websites on the topic.

Websites:

Garvey's APUSH Page: <http://jchs.usd475.org/garveyj/apush.htm>

Brinkley Online Learning Center: http://highered.mcgraw-hill.com/sites/0073124923/student_view0/index.html

A.P. Central U.S. History Student Page: http://www.collegeboard.com/student/testing/ap/sub_ushist.html?ushist

Organization: Unit Study Guides will be provided every 3-4 weeks. Daily reading assignments and "Discussion Questions" for outlining will be included. Test dates will be noted. Students are responsible for keeping up with reading assignments and being aware of, and ready for class discussions, projects, and tests.

Inquiry Approach to History: At least half of each class period will be class discussion. Students need to read and take notes over the assigned readings. Students will be expected to think critically, express points of view, and to support their viewpoint with factual details and evidence gathered from primary and secondary sources. Class discussions will use the following strategies: Inquiry Method, Socratic Circles, Point/Counterpoint Debates, Fish Bowl Debates, and H-O-H discussions.

Study & Reading Techniques: The reading load is considerable. Students are expected to read all text material and come to class prepared to discuss what they have read. Quizzes over the readings may be given at the start of the hour, and students will need to take notes on their readings. Students are responsible for knowing & understanding all of the material. The amount of time required for homework for this class will vary. Students should reference the Unit Study Guide and plan ahead for long assignments, supplemental readings, take-home essays, etc. **Time management is an essential skill for this class, and students must take the responsibility for budgeting their time.** As they become accustomed to the course format and texts, things will fall into place and become easier.

Historian's Handbook: All students will be expected to keep **two notebooks—three ring binders**. The **first notebook** will be known as their **Historian's Handbook** and should be at least **1-1.5 inches wide**. In it they will need two sections. In Section One, students will keep all notes and handouts for the current unit. At the end of the unit this material will be transferred to their **second notebook a 3-5 inch binder** that they keep at home. This second binder will play an important role in reviewing for semester finals and preparing for the AP exam. In Section Two of their **Historian's Handbook**, students will keep their A.P. Course Outline and all handouts that teach historical methods and skills. These handouts will all be **printed on color paper** and have been listed in bold print in the course syllabus. As these handouts will be used throughout the school year, **students will be expected to bring their Historian's Handbook with them to class every period. Notebooks are turned in at the end of a unit for a grade.**

Advanced Placement Exam: The AP Exam will be given on Friday, May 7, 2010. All students enrolled in this class are required to take the exam, which is paid for by the school district. Depending on the college and their test scores, students may earn 3 - 6 hours of college credit. Each university varies in how they handle A.P. scores. The A.P. Exam is a 3 hour & 10 minute objective and essay test developed by the College Board.