**Independence High School**

## AP United States History Syllabus

2017-2018

Welcome to AP United States History! I am very excited to be your teacher and am eager to begin our work together. Throughout the year, please remember that my most important goal is *to help* *each of you succeed*. **So let’s get to work!**

Instructor Contact Information

Phone: (980) 343-6900

Room: 410

E-mail: [gc.costantini@cms.k12.nc.us](mailto:gc.costantini@cms.k12.nc.us)

Website: ihscostantini.weebly.com

Tutoring: Tuesdays after school and by appointment

I *encourage* questions/comments/feedback from parents, guardians, and students. You can expect a response to your concerns promptly (and within no more than 48 hours).

Course Description

This course is designed to prepare students to take the Advanced Placement examination in United States History. Students develop the knowledge and skills necessary to interpret U.S. History on a level taught in a full-year introductory college course. During the course of the year, students make an in-depth study of major historical events, trends, and themes. A significant amount of study relies on writing different forms of critical essays and interpreting primary source documents.

AP Exam

All students enrolled in this course will take the AP exam on the morning of Friday, May 11, 2018. The exam lasts approximately three and a half hours. Students enrolled in this class must take the AP exam in May.

Units

* Period 1: 1401-1607
* Period 2: 1607-1754
* Period 3: 1754-1800
* Period 4: 1800-1848
* Period 5: 1844-1877
* Period 6: 1865-1898
* Period 7: 1890-1945
* Period 8: 1945-1980
* Period 9: 1980-present

Goals of the Course

* + Students will acquire a solid understanding of the major themes, issues, trends, developments, and events of United States History.
  + Students will develop their ability to communicate effectively and clearly in oral and written forms.
  + Students will develop their historical reasoning skills, including
* Skill Type I: Contextualization
* Skill Type II: Comparison
* Skill Type II: Causation
* Skill type IV: Continuity and Change over Time
  + Students will develop more effective reading and time-management skills.

General Pacing Calendar

Students will have daily reading assignments in their textbooks at a pace of approximately 1-2 chapters every week. At that rate, we will finish our consideration of New Republic by the end of 1st Quarter; the World Wars by the end of 2nd Quarter; the 1980s by the end of 3rd Quarter; and the Clinton/GW Bush Era by the end of April.

Assessments

The focus of assessment is to provide feedback on a students’ learning process and to measure students’ level of performance. Information generated through assessments is used by the teacher and students to reflect and then make adjustments in the learning process that increase student learning over time.

Students will be assessed using a variety of instruments, including but not limited to regular quizzes and tests; timed in-class writing assignments; homework; and free-writes and other pre-writing activities.

Grading

1. Quarter grades
   * 70% Tests, Essays, DBQs, major projects, announced quizzes
   * 30% Identifications, quizzes, daily grades
2. Letter grades will be based on the CMS grading scale:

A: 90%-100%

B: 80%-89%

C: 70%-79%

D: 60%-69%

F: 0%-59%

1. Extra credit will be available through an extra credit project, historical book/movie/site report can be completed one time per quarter and points earned will be added to lowest score/test average.
2. Academic Integrity: Honesty, trust, and personal responsibility are fundamental attributes of the learning community. Academic dishonesty threatens the foundation of an institution dedicated to the pursuit of knowledge. It also adds suspicion and resentment to academic competition, and it distorts the meaning of grades. In this course, all students are expected to maintain the highest standards of academic honesty. There will be no excuses accepted for plagiarism, cheating, or any other act that suggests that you have not fulfilled your academic responsibilities. If a student is observed engaging in or carrying out academic dishonesty or if suspicions of cheating are reported to the instructor by other students, your instructor will inform the student of the problem and report it to their counselor/administrator. A conference with the student’s parents may occur, as well. This is a very serious matter that will not be tolerated.
   * Plagiarism: to take, cite, use paraphrase, reword, and/or submit somebody els’s written or spoken ideas as your own work without giving the author credit. Any work turned in using ideas/words not your own, without giving credit to the original author, will result in that assignment earning a score of a ZERO/NO CREDIT. CMS’s rights and responsibilities guidelines will also be followed and enforced. Using the internet and copying “terms/ideas” constitutes plagiarism, likewise-using Google Docs to “edit”, any form of “crowd sourcing”, or use of any open access work”, all constitute cheating and/or plagiarism.

Honor Code

Students will abide by the honor code statement “I have neither given nor received help on this assignment and all work is solely mine” for all assignments unless specifically exempted by the instructor. Violations of the honor code pledge will result in a zero for the assignment, a disciplinary referral to the office for action consistent with the school system policy on cheating, and potential loss of status in honor societies.

# Classroom Expectations

*Attendance*

Regular, on-time attendance is critical to your success in this class. There is a strong correlation between attendance and academic achievement.

You must meet with your teacher after school after *every* absence to check on what we studied and find out about any new assignments. You should also get a copy of the day’s notes from a trusted classmate. If an absence coincides with an in-class graded assignment, the student must come prepared to complete the assignment afterschool on the day the student returns to school.

*Student Effort*

Every minute of every class period is precious for student success. To maximize the amount of academic learning time we share, we expect that students come to class prepared and ready to work.

*Student Conduct*

Please note my expectations regarding student conduct:

1. *Follow my directions*. I will do my best to be clear and concise but I ask for your cooperation in following my directions and asking for clarification as needed.
2. *Do social studies work in social studies class.* Please work on assignments for other classes outside of our class.
3. *Sit in your assigned seat* (or move when you're asked to move to a different seat).
4. *No hats, food, or drink (except water) are allowed in the classroom. In addition, students are required to follow the Charlotte Mecklenburg Schools policy regarding appropriate classroom attire (the "Dress Code").*
5. You are responsible for your own actions.

You make your own choices. Just as there are many positive consequences (rewards) for correct choices, there are also negative consequences (punishments) for choosing to violate class rules.

* Positive consequences include a great education, praise to a student, earning good grades, and learning important life skills.
* Negative consequences: Because our most important goal is to help the class succeed, we will take appropriate steps to stop any behavior that interferes with student learning. Those steps can include:
* First Time: Warning
* Repeated Violations: Making calls home, conference with parent/guardian, assigning detention, and/or making referrals to an administrator.
* Severe Disruptions or Infractions: Student sent immediately out of the classroom to another classroom for student to regain composure, and then assigned administrative detention.

Required Equipment and Materials

Students are required to bring the following materials/supplies to class on a daily basis: pens that write in standard blue or black ink (no pencils); loose-leaf lined paper; 2 inch binder. If this requirement poses a problem, we can discuss it in private.

Textbook

Henretta, James A., Rebecca Edwards, Robert O. Self. America’s History, Eighth Edition (Boston: Bedford/St. Martin’s, 2014)

Late work/make-up policy

*In general*

All assigned work must be completed in this course. In general, late assignments will be penalized at a minimum of 30%. No late work will be accepted after that unit assessment.

Each day of absence affords one school day of makeup work opportunity. If an assignment is not submitted on the day it is due, it is considered late.

Your instructor will provide reminders to encourage students to fulfill course requirements but you are responsible for completing your assignments on a timely basis. If necessary, conferences may be scheduled to discuss missing work.

If a student is absent on the day the assignment is due and wishes to earn full credit, they must turn in their material on the day they return to class. If a student is absent the day the assignment is given, it is his/her responsibility to get the assignment and turn in the material at the next class meeting.

*Technology-related issues*

Computer, printer, or other technology-related problems are not valid reasons for excusing late work.

*Unscheduled school closings*

If we have an unscheduled school closing on a day when we had planned to complete a graded in-class activity, then we will do the activity on the day we return to class. If we have an unscheduled school closing on a day when an out-of-class assignment is due to be turned in, then you will bring the assignment on the day we return to class.

Intervention Plans

Because our most important goal is to help each of you succeed in this class, we are eager to work with any student seeking remediation or enrichment before or after school. (Although dropping by is acceptable and welcome, students are encouraged to make an appointment.) In addition, students needing additional support will be required to utilize department support strategies possibly such as review sessions before and after school, and individually tailored assignments to help master material.

Students: Please read this syllabus. Then remove --"Page 5 --, and sign where indicated below. Then show it to a parent/guardian and ask him/her to sign where indicated. Return the completed Page 5 on our next class meeting. Thank you!

STUDENTS: I have read and understand the expectations and classroom procedures described above. *Throughout the year I agree to follow and support them.*

Name (printed): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

PARENTS/GUARDIANS: I have read the expectations and classroom procedures described above and will support them.

Name (printed): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/guardian’s e-mail address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone number (home): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone number (work): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Relationship to student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Is there anything special you would like to tell me about your child?

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_