

Advanced Placement US History (APUSH)/US History

Mr. Knox: Cairo American College-Room 317 (MS), Room 218 (New HS)

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Course Website: <http://moodle.cacegypt.org/course/view.php?id=968>

COURSE DESCRIPTION: The Advanced Placement Program in United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands on 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, their reliability, and their importance – and to weigh evidence and interpretations presented in historical scholarship. This Advanced Placement course in United States History will attempt to develop the skills necessary to arrive at conclusions based on an informed judgment and to present reasons and evidence clearly and persuasively in essay format. An AP United States History course should thus develop the skills necessary to arrive at conclusions based on an informed judgment and to present reasons and evidence clearly and persuasively in an essay format. Students are responsible for their own learning. Class assignments include reading, supplementary readings, note-taking, writing assignments, DBQs, LEQs, simulations, multiple choice exams and projects.

1. **COURSE GOALS AND OBJECTIVES:** The aims of the AP/US History courses are to enable students to gain skills and aptitude in the foll:

- “Study of political institutions, social and cultural developments, diplomacy [and] economic trends.”
- [the teaching of students] “to analyze evidence and interpretations presented in historical scholarship.”
- “Extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art and pictorial and graphic materials.”
- “Frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays.”

2. **COURSE TEXTBOOK AND MATERIALS:**

ISSUED TEXTBOOK: David Kennedy and Lizabeth Cohen: The American Pageant , 16th Edition. Cengage Learning.

Michael Henry: US History Skillbook. 3rd Edition, Sherpa Learning.

OPTIONAL TEXTBOOKS AND STUDY GUIDES (for your own purchase):

AMSCO: Advanced Placement US History: 2020 edition.

The Princeton Review: AP US History Premium Prep, 2022 + Strategies and Techniques.

3. COURSE ACTIVITIES:

Course activities will vary, but will incorporate any or all the following:

- A. Reading and discussion of the notes: Reading is assigned daily from the textbooks, with an average of 8-10 pages per day. Be aware that this is a DAILY expectation, that your exam performance depends on your understanding of the notes, and falling behind will prove to be quite a challenge.
- B. Graded Harkness discussion of ranges of articles associated with key elements of the AP US History curriculum. Performance in Harkness discussions are tracked and graded both on participation and constructive contribution.
- C. Lecture/Notes (with PowerPoint support): The lectures are designed to support the text in an easier language to understand, many real-life examples of curriculum standards will be discussed and illustrated in lecture format.
- D. BRIEF audio-visual presentations (may include movie clips for emphasis).
- E. Simulation activities. Many of these have been furnished by the Foundation for Teaching Economics, from their course entitled Economic Forces in American History.
- F. Tests and quizzes will be a variety of multiple choice, essay (per AP prescribed styles), and short answers (per the AP SAQ style).

4. GRADING POLICY AND EVALUATION PROCEDURES:

The grading scale for this course is based on total points earned versus total points possible. For major AP assessments, this will be calculated into your CAC grade via a AP/CAC conversion table that I will send you via email. That said, your CAC AP/US History grade boundaries are as follows:

GRADE RANGE and GPA			GRADE RANGE and GPA			GRADE RANGE and GPA		
97---100	A+	4.3	80---82	B-	2.7	67---69	D+	1.3
93---96	A	4.0	77---79	C+	2.3	63---66	D	1.0
92---90	A-	3.7	73---76	C	2.0	60---62	D-	0.7
87---89	B+	3.3	70---72	C-	1.7	0---59	F	0.0
83---86	B	3.0						

NOTE: Students choosing APUSH will receive a .3 additional mark on their CAC grade.

The semester breakdown of the grade will be drawn from the following formula:

80% Coursework

10% Class Presence Grade

- Presence assumes that you are an active, inquiring student who contributes positively to the classroom-learning environment and understands that student questions and thoughts are vital for processing material. Class lectures/discussions are meant to be a forum to process difficult content material and to be a safe place to hone analytical abilities. The climate and productivity of the classroom depends on your thoughtful participation. Your presence grade evaluates your contribution to class. I will assign a presence grade twice per quarter. Also remember that at any time, discussion can progress into a Harkness discussion at my discretion, meaning that what was a presence grade could easily change into a full-on assessment.
- Bellwork is an important practice aspect to the course. Students must demonstrate considerable thought and effort in completing bell work. Bellwork is timed and graded. Students have 10 minutes

from the start of class to complete the short assignment. The assignment is graded daily and can earn up to two points. Bellwork grades are recorded as one assignment in Skyward every two weeks, and tardy students will NOT be allotted additional time to complete bellwork.

- **Conduct** is also an area where the presence grade can be negatively impacted, mainly via any detrimental conduct in the class, which may include unexcused absences, tardies, off-task behavior, and unauthorized use of technology.

25% Classwork/Homework (NON-AP: this category is worth 45%)

Classwork and homework consist of a variety of assignment types all of which are tailored to improve the knowledge and skills you need to be successful on the AP/US History exams.

Unannounced quizzes act as an incentive for students to stay up to date in their studying. Two assignments will be assigned regularly.

- **Textbook Note taking:** Reading the textbook and taking usable notes are two of the most important activities you will do in this course. The textbook contains essential information for you to be successful in class and on the AP exam. While you read (or after you read), you will need to take handwritten notes. The manner in which you organize these notes will depend on your learning style, but they must be organized and they must be comprehensive. This means that you must include all essential graphs that correspond to the concepts presented and that when I look at your notes, important concepts and terms stand out. Please see the note-taking rubric for descriptors.
- **AP Vocabulary:** Within each section of the curriculum on Moodle there will be Key AP terms listed. These terms MUST be defined in Identification and Significance format, and this will be checked as part of your US History notebook.

65% Tests and Quizzes (NON-AP: this category is worth 45%)

Section Tests are portions of (or complete) AP-style papers and are time limited. Length and time will depend on the type of Paper I selected to assess student knowledge and skills. Like the AP exam, the questions will examine only a portion of what you learned, and you will not know ahead of time what topic will come up.

Quizzes will be given around once a week using similar formats and will cover notes and lecture comprehension. Pop quizzes are also a possibility based on participation levels. For grading purposes, it is important to understand that I use the words “test” and “quiz” interchangeably. Both are graded in the same grading area, and the only real difference is the size of the assessment and the scope that the assessment covers.

20% Semester Exam: The semester exam consists of AP-style past essays and questions and progressively builds throughout the course until it is full length.

EXTRA CREDIT POSSIBILITIES:

There are usually one or two possibilities per quarter for a student to earn extra credit for the IB Economics course. In keeping with conventional economic philosophies where competition helps create more successful working habits, many of these extra credit assignments result in points awarded for competition performance. In other cases, points are awarded for in class contributions utilizing current theories, practices, or applications within the field of economics, or for honest attempts made outside of class time to acquire economic knowledge, as defined by me.

5. CLASSROOM BEHAVIOR EXPECTATIONS:

Attendance/Punctuality: Keep the CAC attendance policy in mind when it comes to arriving to my class and arriving to my class on time. I will record absences and tardies to Skyward per CAC guidelines, and administrative detentions and/or loss of flexes are possible.

- o Also consider the Bellwork component of your grade. It will benefit you to be on time.
 - o However, if you are tardy, PLEASE just find your seat. NO DRAMAS!
 - o Punctuality also applies to the end of class. I dismiss you, not the bell, and PLEASE don't ever congregate at my door waiting to leave. It makes me sad to see you so eager to leave my room!
- **General Behavior:** As students taking an advanced US History course, I do expect you all to understand proper decorum within a classroom. The overriding principle I adhere to is one of respect towards me and each other.
 - Please note that I am an individual that simply learns from you how to treat you.
 - If you make the economic decision to be disruptive, the opportunity cost is a SINGLE warning and a negative impact on the Class Presence Grade.
 - The second offense will result in being moved to another seat accompanied by an email home.
 - The third and fourth offenses will result in a disciplinary assignment of Mr. Knox's choosing.
 - The fifth offense will necessitate an administrative referral.
 - **Electronics:** I will be specific with you as to when you may and may not use your electronic devices. In many cases they may be beneficial, in others they may be a detriment. It is not by accident that MIT has banned the use of electronics in their classrooms. In fact, the start of class carries a NO ELECTRONICS expectation.

I will tell you whenever electronics are to be used.

- **Scholastic Dishonesty:** From Plagiarism.org, this is the definition of plagiarism: Plagiarism is the improper use, or failure to attribute, another person's writing, or ideas (intellectual property). It can be as subtle as the inadvertent neglect to include quotes or references when citing another source or as blatantly unethical as knowingly copying an entire paper verbatim and claiming it as your own work. Also, don't even attempt to try to use famous "technology tricks." The odds are such that not only do I know what said tricks are, but that I can figure out when you are attempting them too.
 - As high school students, I cannot stress enough how important it is that you give credit where credit is due. In college, plagiarism means immediate expulsion. Here, plagiarism and cheating will mean the following:
 - o You and the person you may have collaborated with will receive a zero for the assignment,
 - o Your parents will be notified, and you will get a Counselor's Referral, and
 - o You have lost a significant portion of my trust and respect for the remainder of the school year!
- **Make up work:** If you had an excused absence, please consult with me either before or after the very next class, or sooner via email. I will only accept work for excused absences.
- **Late work:** As stated earlier, assignments assigned as homework are due when I ask for it, no sooner, no later. If you have completed work early, consider this a test of your organizational skills to turn the work in on time.

- If you are late, the work is accepted at maximum 90% credit for the remainder of that full day;
- 70% for the next calendar day;
- and 40% for the remainder of the calendar week.
- Work turned in more than one week late will be reviewed for feedback but will not receive credit. This is per CAC Social Studies Departmental Policy.

6. AP/US HISTORY COURSE RESPONSIBILITIES:

The course teaches students to analyze evidence and interpretations presented in historical scholarship. By the end of this course, students should have completed the following course objectives:

- An understanding of the institutional, cultural, and social forces that have shaped the people of this nation from the early Eighteenth Century to the present day.
- The ability to locate American cities and states whose particular histories have contributed to the development of the United States.
- An analysis of the roles of various important and influential individuals, especially women and minorities, which have contributed to American history.
- Develop a framework for understanding modern day issues and problems based on their respective histories.
- An examination of the forces and issues that currently dominate the American political arena and the historical relevance of current events and issues.
- Demonstrated an understanding of historical chronology.
- Used historical data to support an argument or position.
- Interpretation and application of data from original documents, including cartoons, graphs, letters, etc.
- Effectively use analytical skills of evaluation, cause and effect, compare and contrast.

7. COMMENTS FROM MR. KNOX:

This class is designed to mirror an introductory college level class. To be successful, you must read the textbook and supplementary materials. This class requires reading approximately 30-60 pages of reading per week. To insure that you keep up with this reading, there may be a quiz. You are encouraged to take notes from your reading on a regular basis. You will be allowed to use these notes on Bell Quizzes.

You are required to take notes from lectures, videos, and other classroom activities. Keep all of your notes and papers in a notebook devoted to AP US History. If you miss a day of classroom notes, borrow them from someone who was in class and rewrite them in your notebook. You are responsible for all assignments missed.

We will be doing extensive work on essay writing, so be prepared to write multi-paragraph essays during one class period. You will be writing essays with a time limit during the AP exam.

Be prepared to study! If you can find someone to study with, that would be helpful. There will not be extensive reviews for unit tests. You will be responsible for all content material covered in the textbook, supplementary materials, and class activities even if it was not discussed. This is standard practice in college courses.

I will try to do everything that I can to teach you about United States history and prepare you for the AP test, but you must realize that the person most responsible for your success is you. Good luck!

Also, please feel free to review this syllabus and to ask questions based on what you have read here. If you prefer to contact me via email, you may do that at aknox@cacegypt.org. So let's have a great year!

--Mr. Knox

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SYLLABUS ACCEPTANCE STATEMENT

“I have read and understand the expectation required of me in AP/US History as per this syllabus. I am aware that to successfully complete this course of study, I need to attend class on a regular basis, actively participate in class or small group discussions, complete and turn in assignments for grading, and conduct myself in a responsible fashion while in class. I also realize that Mr. Knox is not a miracle worker, and that help is available to me if requested in a reasonable time frame.”

Student's Signature

Date

“I have also reviewed this syllabus with my son/daughter, and I/we are aware of its content.”

Parent/Guardian's Signature

Date

Contact Phone Number

Parents' Email address: _____

PARENTS: Please feel free to ask any questions and/or make any comments below. Don't forget that I am always available via email at aknox@cacegypt.org