

# **Advanced Placement United States History**

## **Craig M. Kind, Rm. 238**

### **2008-09**

## **Contact Information**

Parents and students should feel free to contact me if I can be of any assistance. Generally I am available in Rm. 238 to answer questions, help with assignments, and be of assistance in any other way. It is typically easiest to contact before school or during lunch. Anyone who wishes to meet with me after school beyond 3pm should make an appointment.

I check my e-mail several times a day, and that is often the most efficient way to get in touch with me. Feel free to send me a message at [ckind@northstar.k12.ak.us](mailto:ckind@northstar.k12.ak.us), and I will respond as soon as I am able. To contact me by phone, dial the school phone number, 479-4221, then dial 9 plus 238 to talk to me or leave a voice mail message

We will also be using the course web site **KindAPUSH** for this class; schedules, major assignments, readings and important messages will be posted there. Beginning sometime in September, students and parents will have access to grades and announcements via the district's **PowerSchool** web page. Grades will be updated as they are available, but please be patient as many APUSH assignments are as time-intensive to grade as they are to complete.

<http://www.kindapush.com>  
<http://premier.northstar.k12.ak.us/public/>

## **Course Philosophy**

**History cannot give us a program for the future, but it can give us a fuller understanding of ourselves, and of our common humanity, so that we can better face the future.**

—Robert Penn Warren

**History has to be rewritten because history is the selection of those threads of causes or antecedents that we are interested in.**

—Oliver Wendell Holmes, Jr.

**Myth, memory, history—these are three alternative ways to capture and account for an elusive past, each with its own persuasive claim.**

—Warren Susman

The above quotes will serve as guiding principles for this course. Though it often seems so, history is not a sterile, dry list of past names, dates and events. Nor is it the search for a single, objective master narrative of the past. History is dynamic, complicated and powerful. History is the interaction of people, ideas and environments—interactions that can fascinate us in their own right but also help us understand how we got where we are and where we might be going in the future. We do not stand outside history merely looking in. We write the histories of those who came before us, and we make the history that generations to come will write. In studying history, we develop a fuller understanding of our human past; we develop powerful symbols that serve to motivate our present behavior; and we develop the most important of all human-made tools: our minds.

## **Course Themes and Analytical Categories**

The overall theme of APUSH revolves around the American motto *E Pluribus Unum*—*Out of Many, One*, indeed this is the theme and title of our textbook. This simple phrase has long served as a guiding principle for our nation, but this promise of the American dream has never been fully realized in the day-to-day realities of the United States. We will come back again and again to the promise of the American dream as we study the oppositional currents of ***Inclusion/Exclusion*** at the heart of this nation's history.

Our understanding of American history will always be viewed through the lenses of our analytical categories—categories that can serve to illuminate as well as obfuscate, but valuable nonetheless:

- **Economic / Social / Political / Cultural**
- **Race / Class / Gender**

## **Course Objectives**

- Master a broad body of knowledge in the various disciplines of the humanities
- Demonstrate mastery of the historical chronology of a diverse American past
- Utilize historical data, both primary and secondary, to support a historical argument, position or analysis
- Demonstrate a developing sense of historiography
- Work effectively with others in producing worthwhile assignments, projects and discussions
- Prepare for and successfully pass the Advanced Placement exam

## **Advanced Placement Courses**

The course content of APUSH is aligned with the College Board's Course Description. This document, often referred to as the "Acorn Book," is posted at **KindAPUSH**. As is the case with all AP classes, APUSH is a hybrid of a high school and university course. The content of the course will be examined in greater depth and breadth than is typical of a standard high school history course. The assessments for the course will mirror those utilized by the College Board and will whenever possible be former AP test material.

The course is intended to prepare students to take the national APUSH exam in May. Students are not required to take the test, but all are encouraged to consider the option thoroughly. Successfully completing the APUSH exam could earn a student future university credit in addition to the high school credit earned through successful completion of the course. AP courses and exams are truly challenging, and students are strongly encouraged to view all work in class as preparation for the exam. As an incentive for students to challenging themselves, grades in AP courses are assigned an additional point when calculating GPA. The "5-Point A" is recognition that an A in an AP class is more difficult to achieve than an A in other courses.

## **United States & Alaska Standards**

National and state standards also guide the historical content and methodology of the course. At the beginning of each unit, students will receive and Kind will post a unit outline laying out the content to be mastered. Each unit outline also contains the National History Standards addressed. In-class activities, homework assignments, and projects are aligned with Alaska State History Content Standards, and such information is available upon request. APUSH is a reading and writing intensive course; therefore, mastery of the Alaska State Reading & Writing Performance Standards is expected. At the beginning of the year, we will review these skills, but students needing more assistance should consult with Kind. Standards documents are posted at **KindAPUSH**.

## **Student Expectations**

- **Attendance:** Regular attendance is an absolute necessity, as class discussions and lectures will cover material not easily found elsewhere. Absences for school-related activities are expected among advanced students, but it is the responsibility of the student, not the teacher, to make arrangements for work to be turned in and notes to be obtained. Additionally, students must recognize that extensive absences, even excused ones, will impact ones ability to succeed in APUSH; there is simply no way to master the content without being in class.
- **Participation:** A successful class depends on student participation to bring in diverse ideas, interpretations and questions. Additionally, a student's individual grade will depend in part on his/her personal participation. Contributions need not be earth-shattering, but they must be regular, on topic & substantive.
- **Homework:** Students should expect to have homework on a daily basis. It is understood that students learn in many different ways, and a variety of assignments will be incorporated into the course. But students should understand that APUSH is a **reading- and writing-intensive course**. Students can expect to regularly read 70 pages of material a week. Homework assignments will be posted, and it will be your responsibility to consult the schedule daily.
- **Exams:** Tests in APUSH are quite rigorous, consisting of multiple choice, short answer, and essay questions. Exams will assess students' factual and analytical mastery of the material. Every unit will end with an exam, usually one every three weeks, and these exams will be reflective of the AP Exam students may take in the spring.
- **Reading:** Students must be able to read quickly and with understanding both primary sources and analytical, secondary sources. Students should be able to read for the main idea while culling appropriate factual information. A textbook will serve as the main reading, but it will be supplemented regularly with mandatory, outside readings.
- **Note-taking:** Students should be prepared to take notes on everything! Only a slight exaggeration, notes on readings and lectures are a necessity, though they are rarely assigned for points.
- **Writing:** APUSH builds on the analytical skills developed in Honors World History. Students will be expected to effectively communicate their ideas in writing. Formal papers, take-home essays, and timed essays will all be utilized. Papers will be assessed based on factual content, analytical depth and breadth, as well as the categories of the Six-Trait Writing Rubric. Most students will find writing the most difficult portion of the course.

## **Grading Policies & Assignments**

Student grades in APUSH will be determined by total points per semester, based on the Grading Scale below. There is no set breakdown for assignments, but the value of each assignment falls within the range for the appropriate assignment type. For every unit, there will be at least three chapters to read, a project, unit test, and lesser assignments. There will also be a research project during the first semester utilizing the History Day theme. Students may check on missing work at any time once **PowerSchool** is available, but up-to-date grades are not always immediately available.

### **Grading Scale**

97-100%	A+
93-96.9%	A
90-92.9%	A-
87-89.9%	B+
83-86.9%	B
80-82.9%	B-
70-79.9%	C
60-69.9%	D
Below 60%	F

### **Assignments**

Summer Assignment	100 pts
Unit Tests	100-200 pts
Reading Quizzes	20-30 pts
Daily Homework	10-25 pts
Projects	75-100 pts
Daily Participation	5 pts
History Day	250-400 pts

## **Course Policies**

1. **Announcing & Collecting Assignments**—Assignment announcements will typically be made only once, but will be written on the Assignment Board at the front of the room and posted at **KindAPUSH**. Completed work is to be handed in by the end of the class period during which it is due. It is your responsibility to turn work in, whether an announcement to do so is made or not.
2. **Materials**—It is highly recommended that you create an APUSH binder for this class. A pen/pencil and notebook/binder are required for every class. I will not provide them for you, and any trips to your locker for such items will only be allowed if you have your handbook hall pass page. **NOTE:** Writing utensils will never be provided to you for quizzes and tests, and failure to bring them will result in loss of points.
3. **Tardies and Quizzes**—APUSH follows the WVHS tardy policy; you will be marked tardy if you are not at the door when the bell ceases to ring. In addition, **students who are tardy on reading quiz days will be required to stay after class to take the quiz during the passing period.** On days where all students are present & on time (except for those with pre-arranged absences), each student will receive two extra credit points on the reading quiz.
4. **Absences and Make-Up Work**—APUSH follows the attendance policy established for West Valley; you will be marked absent 10 minutes after the bell rings—if you are involved in activities or athletics, take note. It is your responsibility to get your absence excused upon your return to class. For work assigned during your absence, you will be afforded make-up days equal to the number of classes missed. **If you are absent on the day a major assignment is due or a test is scheduled, you will need to make an appointment with me for a make-up time immediately upon your return.** If you miss that appointment, your tests/quiz will be considered late (See the late policy below). Arrangements for homework and tests missed during pre-arranged absences should be made **before** the absence.
5. **Attendance & Participation Credit**—Regular attendance, promptness, attentiveness and participation are necessary to succeed in APUSH. Points will often be awarded for these qualities—typically 5 points—and can only be made up through the following means:
  - Notebook Check-up—Evidence of a well-organized notebook containing reading & lecture notes and graded assignments & quizzes.
  - Completion of Unassigned Vocabulary Words—Factual background & significance of terms from the current unit outline (5 words for each day missed).
  - Supplementary Article Response—For longer absences, see Kind for an appropriate article.
6. **Late Work**—Doing the work is more important than penalizing lateness, but it is also important that we all be on the same page in our knowledge of the material. All late work for a unit must be handed in by the end of that unit, i.e. the day of the unit test. Late work will automatically be docked **10% if handed in the day after** the due date, and **25% if turned in within a week of the due date.** A **mercy grade of up to 50%** of points possible will be offered for work turned in **by the end of the unit** in which it is assigned.
7. **Distractions**—Please do not bring outside distractions to class. This includes cell phones, music machines, and laptops not used for course work. Please leave homework for other classes for after class or periods designated personal work time. However, I will not go out of my way to direct you toward appropriate classroom choices. As long as you are not disrupting the rest of the class or breaking WVHS rules, you make your own choices and face the logical consequences of your actions.
8. **Cheating & Plagiarism**—Passing another person's work off as your own is unacceptable. Work on graded assignments that is plagiarized & other forms of cheating are serious matters; such work will receive no credit.