

### **Course Overview:**

Advanced Placement United States History is a college level course. As such, you will be expected to complete a significant amount of work outside of class. Reading your assigned textbook, outside resources, studying material covered in class as well as **frequent communication** are essential to success in this course. In the state of Alabama, students are **required to pass** American History in order to be eligible for graduation.

### **Supplies:**

2 - 2" **binders** with pockets and rings for inserting papers.  
Approx. 20 sheet protectors  
3 tab dividers labeled (Warm-Ups, Time Periods, Reviews)  
Note Cards  
Charged Laptop Daily  
Earbuds/Cellphone (only when allowed) allowed in class unless prior permission is given.

Highlighters  
Blue/Black Pens  
Sticky Note Flags  
Post-Its for annotation

Students are expected to **participate** in class activities and to **study** daily. Students should read and prepare well for tests. **Study aids and review activities are intended only as helpful resources and should not be the primary source of study material for any student.** There is no substitute for reading the text. The semester exam will be a comprehensive assessment of the course content. At the end of the course a comprehensive exam will be given that will be a significant grade.

### **Grading:**

Grades are determined by combining assessments (nine weeks tests, unit tests, and major projects) which will account for 60% of the nine weeks (tests, major projects) 30% (quizzes, homework assignments, class activities), and 10% (class, verbal, and group participation). **Grades are posted** on STI home in a timely manner. Parents and students should regularly monitor STI home for updates on grades.

One major test will be given for each unit. Smaller quizzes will also be given throughout the course. The participation of each student in doing homework, class activities and assignments is expected and will be a component of the nine weeks grade. Students are expected to **read the text** thoroughly. Expect a variety of daily assignments. Every attempt is made to list all tests, projects and assignments on the **course calendar and lesson plans** which is distributed and posted regularly throughout the course.

- 60% - Major Assessments - Unit and Sub Unit Tests, Major projects, Unit Tests: At the conclusion of each unit, a comprehensive test will be given. Unit tests will be computed in the assessment category. Unit tests will include questions from assigned chapters in the text, information discussed in class, assignments, class activities and outside reading assignments. *A test grade will also be given based on participation in the 4 required AP activities based throughout the semester ( 2 Study sessions, mock exam, and AP exam. Attendance at these SS is vital to success on the APUSH exam, only a written excuse from a parent for an absence will be accepted for sickness or an acceptable school event. Dates are listed on the calendar and students/parents are expected to not schedule other events on these dates.)* Unit tests will be as similar to the AP exam as possible.
- 10% - Participation - Students will be required to verbally and non-verbally participate in class and group activities and discussions and will be graded on such activities. Students will be scored on "their" participation in group activities and "their" contribution to the work of the group. Verbal argumentation is a critical component to the growth and success of an AP student.

- 30% Quizzes/Writing/Groupwork: Frequent reading quizzes will be given on a regular basis. The quiz will test your comprehension of material you have been assigned to read. As you read, take careful notes. Outline content after you have read two to three paragraphs. Be sure that you are focusing on the information. Organize your notes in a manner that will allow you to remember what you have read. Quizzes are a component of the assignment category.
  - Outside Reading: Students will be assigned supplemental materials to read with each unit. Students will be assigned an activity to do with each article. Due dates for outside reading and the accompanying activities will be on the class calendar. Students will be tested on the outside reading when the unit test is given at the end of each unit.
  - Essay Writing: It is essential for success on the APUSH exam that essay writing occur regularly in this course. Assignments are designed to develop content knowledge and historical thinking skills required for essay writing. Activities designed to enhance the student's ability to write essays will occur regularly throughout each unit. A formal essay written in a test situation will be a component of most units throughout the course. Essay tests are 100 points in value and are scored using the AP appropriate AP rubric and are then assigned a point value using a classroom scale. The classroom scale will become more demanding as the course progresses and student proficiency increases. Formal essays are an assessment.
  - Class Participation: It is expected that students will be in class and will participate in class on a daily basis. Much of what goes on in an advanced placement class is difficult, if not impossible, to replace with make up work.
- 20% Exams - Comprehensive Semester Exams will be given in December and May to assess the acquisition of content knowledge. These exams will consist of the type of questions encountered on the AP exam in May.
- 40% of each semester will average with the exams to account for the final grade.

### **Tiered Review:**

At the end of the **3rd nine weeks** a tiered review will be assigned to each student based on the degree of proficiency demonstrated by the student. Be careful to master course material as you progress throughout the course. Students who fail to demonstrate mastery of each unit will be assigned significantly more review work to do in preparation for cumulative tests.

### **Google Classroom:**

- When submitting Google Classroom assignments electronically, submit all assignments through Google Classroom. **Do not share** on Google drive. Assignments must be completed on Google drive.
- If you have not submitted your assignment as instructed, it will be considered late and you will not receive credit.
- **Late assignments will not be accepted unless you have an excused absence.** They will not be graded if submitted late on Google Classroom.
- Terms and Question answers that have been "Copy and Pasted" will not be graded and it will be considered late and you will not receive credit.

### **In-Class Assignments:**

- If you are in class, you are present; therefore, you receive the assignments and you are capable and responsible for the assigned work.
- You are responsible for completing work by the end of the bell.
- In class assignments will either be completed via Google Classroom or paper assignments.
- You are expected to complete work to the best of your ability.

### **Testing Policies: (Make-up day(s) could be subj. to change when handbook is published)**

- Tests start and end at the bell. You may not stay after the bell to finish.
- During tests cell phones must be turned off and placed face down underneath your desk until the end of the class period. **You may not touch your cell phone** or use headphones until the bell rings to end the period.
- **Make-up tests will be given during my assigned make-up day sessions. (See Syllabus TBD)**
- **You must complete all tests, quizzes, and make-up work within the allowed school make-up period. (See School Handbook)**

### **Test Corrections**

- 1 test correction will be allowed each 9 weeks and will be determined based on the following criteria and once a student has completed a test correction no other corrections are allowed for the 9 week period.
- Students who score below 60% on the test are **required** to complete test corrections for ½ credit.
- Students who score between 60% and 79% on a test have the option of completing test corrections for ½ credit.
- Students who score above 80% on a test will be exempt from corrections.
- Complete test corrections by the three-day deadline. Test corrections start the day following test returns and end at 3:30 p.m. three days later.
- Complete test corrections **before or after school in the classroom.**
- Do not ask to come during another class period.
- Students may not complete test corrections on past tests for credit. Do the work on time and according to directions.

### **Make Up Work**

- Make every effort to complete assignments according to schedule if you are absent. Calendars are given for each unit and posted through my website, Google Classroom, lesson plans. Use them.
- Almost all assignments are **posted on lesson plans, Google Classroom or through email** so that if you are absent, you may still submit work on time. Consult the calendar, website, and/or Classroom **Make-Up Work Folder** and do your best to complete all assignments on time.
- If you are absent on the day an assignment is due, your work is due that day or it is late and will receive late credit. If you check in or out, work should still be submitted on time.
- Do not disrupt other classes to submit your work.
- *If I am absent, you are responsible for the submission of assignments emailed, shared through Google Classroom, or left with the substitute.*
- Pre-approved absences or school sponsored activities that result in absences are counted as if you are present. Work is due accordingly. **No extra days** are given for tests as a result of such absences. It is imperative that you attempt to maintain pace with the class during your absence.
- Classroom assignments are due on the due date even if you are not present in school.
- Class Discussions are valuable. Students who miss class activities and discussion should expect additional assignments to insure mastery of the concepts missed.

**Course Description**

The College Board AP program enables students to pursue college-level work while still in high school, culminating in a rigorous exam. This AP US History course focuses on developing students' understanding of American history from approximately 1491 to the present. The course will have students investigate the content of U.S. history for significant events, individuals, developments and processed in 9 historical time periods, and develop and use the same thinking skills and methods used by historians when they study the past. The course also provides 7 themes that students explore throughout the course in order to make connections among historical developments in different times and places.

<b>Time Periods</b>	<b>Themes</b>
Period 1: 1491-1607	American and National Identity
Period 2: 1607-1754	Politics and Power
Period 3: 1754-1800	Work, Exchange, and Technology
Period 4: 1800-1848	Culture and Society
Period 5: 1844-1877	Migration and Settlement
Period 6: 1865-1898	Geography and the Environment
Period 7: 1890-1945	America in the World
Period 8: 1945-1980	
Period 9: 1980-present	

**Required Supplies:**

2 - 2" 3 ring binder (1 for each semester) blue or black ink pens  
3 tab dividers Post its & post-it flags  
Sheet protectors for unit covers (about 20)

highlighters  
planner/calendar

**Grading:**

60% - Tests/Major Grades

30% - Minor/Quizzes/  
Writing

10% - Daily/  
Participation

**Reviews:** Frequent reviews are held to supplement and reinforce the learning that is occurring in class. Here are a few samples of optional and recommended reviews that you are encouraged to participate in:

1. Monthly Breakfast Club Sessions
2. Google Classroom Q & A Sessions
3. Mid-9 Week, and 9 Week Reviews with Cumulative Quizzes
4. Mid-Term Review
5. APUSH Review (7-8 day prior to APUSH Exam)

# Advanced Placement United States History

Rachel Povlacs, Instructor  
Carroll High School  
2018-2019

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Dear Parent,

Join Remind  
3rd - 81010@g2f4dk  
6th 81010@h274bb

I am so excited to be your child's APUSH teacher this year and to offer not only a challenging environment for them to learn but hopefully a memorable one. This course is designed to give students a grounding in the subject matter of United States history and in major interpretive questions that derive from the study of selected themes. The course requires that students go beyond rote memorization of names and dates. Students must be able to draw upon a reservoir of systematic factual knowledge in order to exercise analytic skills intelligently. Students who register for an advanced placement course should have a strong commitment to the subject as well as high aptitude scores or outstanding grade records.

The advanced placement examination is 3 hours and 15 minutes in length and consists of two sections: a 55-minute multiple-choice and short-answer section and a 145-minute free-response section. The free-response section consists of a document-based essay question and 1 long-essay question. Both the multiple-choice and the free-response sections cover the period from the first European explorations of the Americas to the present, although the majority of the questions are on the nineteenth and twentieth centuries.

Students who are considering the United States history course should remember that the course is a college-level course designed to prepare students to take the AP exam. Students should exhibit the following characteristics in order to experience success in the course: 1) motivation and commitment to schoolwork, 2) commitment to homework and outside reading, 3) responsible behavior, multitasking, ability to organize and set deadlines, as well as 4) reading and writing proficiency.

Please review the provided summer assignment and course calendar along with the **required** AP prep and test dates. Students will be given a test grade on their participation in the SS sessions, Mock Exam, and AP exam for a total of 4 events counting at 25 points each. It is imperative that you and your child review the calendar now to avoid conflict with test dates, study sessions, the mock exam as well as the AP exam in May.

This course has the potential to be a very rewarding and memorable experience for your child.

Sincerely, Rachel Povlacs

Student Name \_\_\_\_\_ Period \_\_\_\_\_

Parent Info below: \_\_\_\_\_ Yes, you may text me about my child's progress.

Parent Name(s) \_\_\_\_\_ Phone #(s) \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Email address: \_\_\_\_\_

Parent Signature: \_\_\_\_\_