

Advanced Placement United States History (APUSH) Course Contract and Expectations 2018-19

The following contract outlines the course overview, expectations, and grading policy for your Social Studies class this upcoming school year.

COURSE OBJECTIVES

The Advanced Placement program in American history is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with problems and resource materials in American history. The students should learn to assess historical sources – with respect to their relevance, reliability, and importance – and to weigh evidence and interpretations given by historians. An advanced placement history course develops skills necessary to arrive at conclusions on the basis of informed judgment and to present ideas clearly and persuasively. To some extent, the AP course is taught by college format, with emphasis on multi-media based lectures, independent reading, and graded writing assignments.

The advanced placement course is designed to give students a background in the chronological development of American history and in the major interpretive questions that are derived from the study of selected themes. Our approach is to conduct a survey course in American history in which a textbook, backed by supplemental readings, provides both a chronological and thematic coverage. Our objective in this course is to prepare students to take the AP exam (given May 2019) and the New York State Regents (June 2019)

PRIMARY TEXTBOOK

David Kennedy, Elizabeth Cohen, Thomas Andrew Bailey, *The American Pageant* Houghton Mifflin, 15th Edition, 2005

Expectations:

- Students are expected to arrive on time to class. This is an Advanced Placement course, excessive lateness and unexcused absences will have a negative impact on your class grade.
- You are encouraged to contribute to class discussion and ask questions when something is not clear.
- A large degree of self-motivation is necessary to be successful in any AP class – it is very important to budget your time, meet deadlines, not fall behind in the reading, and to read your text and documents aggressively!
- Students must come to class prepared with an acceptable notebook and pen/pencil.
- Students are expected to conduct themselves appropriately in class and follow classroom procedures and school rules. NO CELL PHONES are to be used or taken out during class except at the discretion of your teacher. Cell phones must be off while in class, they are a clear and present distraction and will not be tolerated.
- Maintain a three-ring binder for take class notes and readings. Keep all handouts organized by topic.
- Students are expected to speak accountably and participate in class and group discussions.
- Students are expected to complete homework and project assignments and hand them in on time.
- Students need to understand that plagiarism (taking someone else's ideas and passing them off as your own) is unacceptable. Any plagiarized work will result in a grade of zero for the assignment.
- Please note that due dates and deadlines will remain firm, regardless of snow days or scheduled vacations
- Students are expected to use **PupilPath** as a tool to manage and monitor their academic progress as well as obtain and complete homework assignments.
- If students are absent, it is their responsibility to check PupilPath and ask the teacher and/or other students in the class about the work that they missed. Students are expected to make up all missing work due to an absence.

Materials Needed:

- A THREE ring binder, capable of holding 500 pages, with looseleaf
- Students are expected to **bring in a folder** that they will use every day for organizing their reading and writing activities and other class work.
- Students should have their own pens and/or pencils each day.

Grading Policy: The following is how each student’s overall grade will be calculated for every marking period. The College Board’s AP US History curriculum demands a tight schedule. Every effort will be made to strictly adhere to the syllabus.

Homework

This course will be very demanding (up to two chapters a week) on your time, requiring considerable outside preparation. To be successful, you will probably have to do at least 5-7 hours of reading/homework a week. The bottom line is simple: **to get the most out of the classroom instruction, you need to keep up with the reading.** It is the student’s responsibility to keep up with all homework and reading assignments. Any late submissions will be scored as a Pass (65) or fail.

Grading/Assessment/Exams

You will be evaluated in class based a variety of formative and summative assessments. This will include timed quizzes, component essays and collaborative assignments and the corresponding feedback. Summative assessments will make up 50% of your grade. This will include all Time Period exams and any Take Home Tests as well as select essay assignments.

Brief quizzes are given on the reading assignments on an occasional basis. Why? To keep you honest! There is too much to cover by the teacher alone. You must do your part, and there is no substitute for reading. Each quiz is created for timed environment of 7-10 minutes providing you with the opportunity to apply detailed and specific knowledge (such as names, chronology, facts, and events) to broader historical understandings. These assessments are generated from the text and from class lectures/discussions.

Written Responses / Essays

Throughout the year, you will be required to write written responses to topics, and documents, both as a whole and individually.

Class Participation

Participation in class is more than physical presence. It means making a meaningful contribution to discussions and course activities. Satisfactory class participation and cooperation is defined as being present with all required class materials, answering questions, offering constructive opinions, and generally cooperating with the teacher and other students in the class.

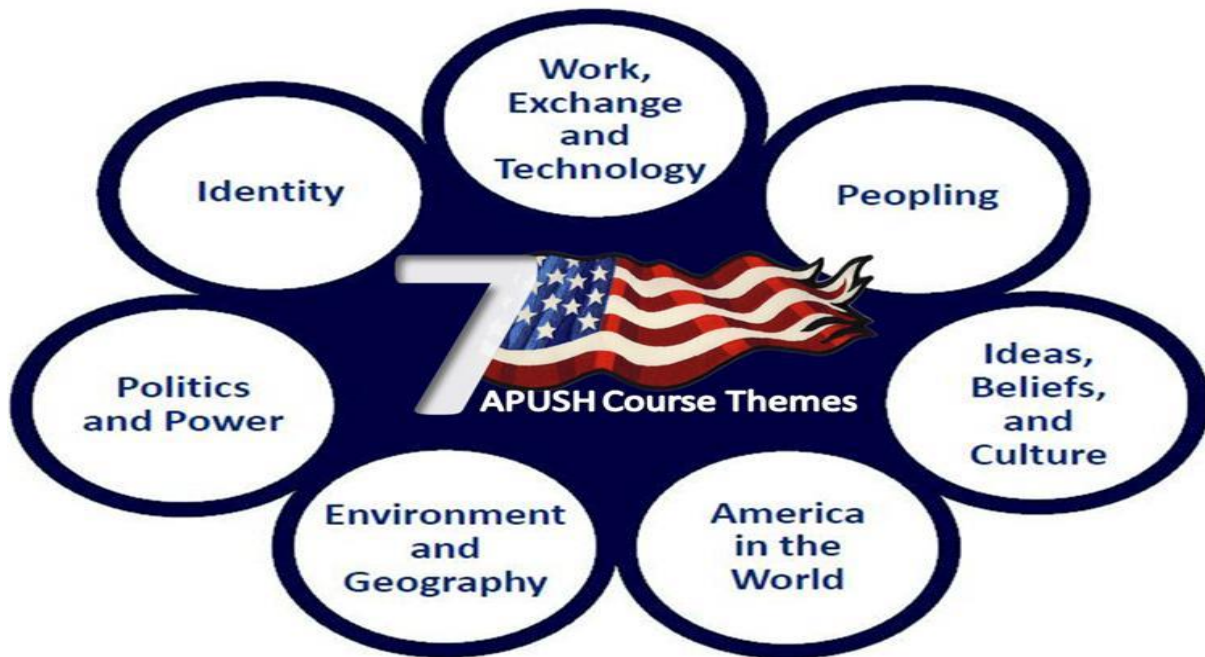
To practice reflective thinking, you must take the risk of sharing your views and interpretations and receive feedback from others regarding the soundness of those views and interpretations. We construct knowledge and learn from each other, and if you don’t speak, others don’t learn from you [and vice versa]. You need to **SHOW WHAT YOU KNOW!**

Exams*	Writing Activities / Essay Responses	Homework/Projects	Class Work (including participation)
50%	20%	15%	15%

***Note: The final exam counts as two exam grades.**

Special Notes to Parents/Guardians:

- Please be advised that you can monitor your child’s progress (ex. test scores, homework assignments, attendance, etc.) on www.pupilpath.skedula.com
- Please be advised that occasionally teachers will show film clips that are relevant to the historical content being taught. These films may have an “R” rating. Any parent/guardian who objects to his or her child viewing these films in class should contact the student’s teacher or Mr. Antinoro, the Assistant Principal of Social Studies, at 718-667-8686.
- Trips may be planned that are aligned to the course curriculum and that allow students to engage in first-hand experiences. However, students must meet eligibility requirements to attend trips. As per New Dorp High School’s student handbook, eligibility requirements include passing five classes and physical education on one’s report card before the trip, 90% attendance or higher, and a positive behavioral record (no suspensions and little to no anecdotes). Please be advised that, according to Chancellor’s Regulation A-670, students who have violated the school’s discipline code may be excluded from participating in trips.



The National Exam - May 2019

The Advanced Placement United States History exam requires students to apply historical thinking skills and knowledge of content as they respond, in writing, to new short-answer, document-based, and essay questions. Newly designed multiple-choice questions ask students to use their knowledge of content to analyze and interpret primary and secondary sources. The exam consists of the following sections, in order:

Fifty-five multiple-choice questions (55 minutes, 40 percent)

Four short-answer questions (45 minutes, 20 percent)

One document-based question (60 minutes, 25 percent)

One long essay question (35 minutes, 15 percent)

AP U.S. HISTORY DISCLOSURE CONTRACT

To be admitted into the course this must be returned to either Mr. Moore in S-204 or Mr. Mandel in N-309

Name: _____ Osis: _____ Official Class: _____

By selecting to participate in an AP US History course, you instantly become a member of what could be called the “thirteen percent club.” Only 13% percent of all high school students (around 482,000 last year) in the United States took the APUSH national exam. This course is a big commitment, and it is important that both you and your parents understand the caliber of work that is necessary for success at the AP level.

Carefully read each of the following terms. Initial each item in the space provided. When finished, sign and date the contract.

_____ I have read the course syllabus and understand that this is a college-level course with college-level expectations, and I understand that my work will be held to a college-level standard.

_____ I understand that the objective of this course is to provide me with the analytical skills and factual knowledge necessary to deal critically with problems and resource materials in American history and prepare me to pass the national AP US History exam in May.

_____ I understand that homework is intense and required preparation for our class and to be successful, I will have to do at least 4-6 hours of reading/homework a week including textbook assignments (approximately 30 - 60 pages a week).

_____ I understand that class participation is more than physical presence and it represents meaningful contributions to discussions and class activities.

_____ I understand that a summer reading assignment will be given, and will be due on the 1st day of class.

_____ I understand that I will be required to make up missed work on the next class day.

_____ I understand that due to the pace of the course I will be required to attend Saturday School classes in February, March, and April. In addition, I understand I will be expected to attend after school tutoring as the A.P. U.S. History exam nears.

_____ I understand that taking notes on class lectures, presentations, and video content will help me master content.

_____ I understand that my teacher (Mr. Mandel or Mr. Moore) is available and willing to help me by appointment and after school on Tuesdays.

_____ I understand that I will be expected to check pupilpath often to check in on my grades, assignments, etc.

_____ I understand that the textbook I take home at the onset of the course, must be returned at the course conclusion.

_____ I understand that I will pay for and sit for the A.P. United States History Exam in May of 2019

Student Signature: _____ Date _____

Parent Signature: _____ Date _____

Name _____ OSIS# _____ Official Class: _____

Student Survey for APUSH
Please Return A.S.A.P.

Directions: Please answer the following questions in complete sentences. Please be as honest as possible, since your teachers will use your answers to help them prepare lessons and activities for your class.

1. What are your biggest strengths as a student or learner? (Consider specific skills, subject areas/topics, and various ways that you succeed in school)

2. Think back to the Global History classes, or AP World classes that you are currently in. How did you do on the exams? What did you find easy about the exam and what did you find difficult? Explain why. (Consider multiple-choice questions, maps, political cartoons, document-based questions, the thematic essay, and/or the DBQ essay)

3. Which of the following learning experiences do you find interesting and exciting? Explain why. Note: you may pick more than one choice.

- 1. visual (ex. paintings, photographs, cartoons, and video clips)
- 2. auditory (listening to music, sounds, and songs)
- 3. interpersonal (working with a partner or in a group)
- 4. kinesthetic (acting, moving around the classroom, and hands-on activities)

4. What rules of conduct, procedures, activities, and/or policies do you think you and other students need in order to become successful in this class and subject?

5. What are some of your interests and hobbies outside of school that you would like to share with your teachers? Are you involved in any clubs, sports, and/or teams? If so, please describe which ones.

6. What is the most important memory you have of school up to this point? Explain why.

7. What questions would you like to ask your teachers? You can ask anything as long as it is appropriate!
