

ADVANCED PLACEMENT UNITED STATES HISTORY (APUSH 2014-2015)

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Classroom H100

Never before have we had so little time in which to do so much.
Franklin Delano Roosevelt

Those who cannot remember the past are condemned to repeat it.
George Santayana

Course Description:

This course is designed to give students a college-level learning experience and prepare for the Advanced Placement (AP) exam in May. There will be a strong focus on using documents to develop critical reading and writing skills, as well as mastering a large amount of factual information. We will examine material from 1450 to 2000. There will be an extensive review and practice before the AP exam is administered in the spring. The course finishes with a final project.

Course Objective:

1. Students will gain knowledge and understanding of the pivotal events of U.S. History from 1450 to 2000, and how it currently affects their lives.
2. Students will learn and practice historical thinking skills, including causation, continuity and change, periodization, comparison, context, argumentations, using evidence, interpretation, and synthesis.
3. Students will practice basic college skills, including critical reading and writing historical essays.
4. Students will prepare and take the AP course Exam on May 8th, 2015.
(the date has not been posted yet)

Course Requirements and Structure:

I have very high expectations for my students. I expect you to try your best each and every class period as well as any time you put into this course outside of the classroom.

Therefore,

1. Reading will be assigned on a weekly basis and needs to be completed before the assigned chapter is discussed in class. Most reading assignments are given will in advance and will take a considerable amount of time to complete correctly so plan your time well. **DO NOT FALL BEHIND**, as it will affect your ability to be successful in this course!
2. Regular participation in class *is required*, not suggested. Be prepared to engage in the topic of conversation for that day.
3. Each unit will have a seminar discussion, that is , a student-led conversation on documents assigned to the class. Discussion will be led in pairs.
4. Each Unit will have several assessments including Essays and Quizzes.
5. The National Advanced Placement Untied States History Exam will be given on May 8th, 2015. (the date has not been posted yet)
6. After the AP Exam some shorter assignments will be given; these will be the basis for the remainder of the 4th quarter grade.
7. There will be a Final Exam for those students who do not take the APUSH National Exam.

Materials Needed for the Course:

1. Three Ring Binder (large)
2. Several spiral notebooks.
3. Pens & Pencils
4. Highlighters

Grading:

All assignments are to be put into the teacher's assignment basket. It is the student's responsibility to see that work is turned in on time. **Late work will be accepted but must be turned in by the "last chance" deadline as posted in my classroom.** All tests/daily work will be graded in the following manner:

100%-90%	=	A
89%-80%	=	B
79%-70%	=	C
69%-60%	=	D
Below 60%	=	F

Quarter Grade is made up from the following:

Tests/quizzes, projects, presentations, homework, and in class participation.

Semester grade is made up from the following:

1st quarter=40% 2nd quarter=40% Final exam=20%

Attendance: Since full and active participation is essential to success in this course, good attendance is expected and required. In the event of an excused absence, it is the student's responsibility to ask for make-up work upon their return to class. School Policy will be strictly adhered to regarding tardies and unexcused absences

- Projects and homework must be ready to present to the class on the day they are due. Students with excused absences will have the same number of days, plus one day, to make up work as the number of days they were absent without penalty. Otherwise, late work will be accepted up until the time of the assignment's unit test, for 50% of the grade received.

Make Up Work:

Use Achievement Hour to make up any missing work! This includes: bell work, class work, homework, and tests/quizzes!! The time you are allotted for make-up is stated in your handbook! Any/all work not made up results in a **ZERO**.

Suggested Materials Needed:

1. Folder/notebook
2. Pens/Pencils
3. Colored Pencils/Markers
4. graph paper for bell work

Behavioral Overview:

A. Classroom Rules :

- #1. Be respectful of peers/teacher
- #2. Do your best
- #3. Follow directions

B. Classroom Procedures:

1. Show respect for your peers and the instructor at all times.
2. Follow directions.
3. Food and beverages may only be consumed outside the classroom.

4. Always sit in your assigned seat.
5. All students must be in their assigned seats and working on the board activity **BEFORE** the final bell sounds.
6. The bell is for the teacher; students are to remain in their seats until dismissed.
7. Bathroom passes will be filled out and given to students you **MUST** have a pass at all times. **Note:** Passes will not be given the **first and last 10 minutes** of class.

C. Consequences:

- 1st Infraction: Warning/Conference with student
- 2nd Infraction: Notification of parent/guardian; possible detention
- 3rd Infraction: Conference/meeting with parent/guardian; possible detention
- 4th Infraction: Written referral to administration

PLEASE NOTE: Based on the severity of the offense, the initial consequence could result in a modification of the original steps.

D. BULLDOG POINTS:

Each semester students earn 150 Bulldog Points. Points can be earned & lost throughout the semester for a variety of reasons.

Points earned: helpful to other students, extra credit opportunities when offered
Points lost: cell phone taken, disruptive behavior, constantly redirected for being off task, rude for a substitute, cheating, and being tardy.

****Electronic devices ARE NOT permitted in class. Any un- authorized use of cell phones, during class, will result in the phone being confiscated and put in the “D-DAY BOX”, where it shall remain until the end of the school day! Students should be responsible for picking up their cell phone from the teacher at the end of the day.**

Student Responsibilities:

- a. Come to class prepared EVERYDAY (i.e. bring TEXT-BOOK, pen/pencil, paper, bell work.....
- b. Label all papers in the upper right hand corner. Include your FIRST and LAST name, the date and the period you have this class.
NOTE: If you are absent, you must write “absent” on your paper.
- c. Make up work will be followed as per student handbook. If an absence is unexcused, you will receive up to 50% of what you earned for the assignment.
- d. Write neatly. If the teacher can't read the work, it can't be graded.
- e. Feel free to come in for extra help during Achievement Hour or after school.

Other Information:

* Parents will be contacted if academic/behavioral problems persist.

***If you know you are going to be absent, it is helpful to get your assignments in advance!!! This will help you from falling behind.**

STUDENT AND PARENT ACKNOWLEDGMENT

- I have read and understand the information presented in the course syllabus for the APUSH class. Furthermore, I understand the consequences if I, the student, choose to or not to comply with them. I also understand that if I have a problem or need assistance to be successful in this class, I will see the teacher before or after school or arrange a convenient time to meet with him/her.
- As a parent/guardian, I have read the course outline and understand what is expected for my child to be successful in the United States and Arizona History course.
- Parents, also note that there may be a time when a film will be shown in class. All films shown are relevant to course content, have been previewed and approved for student viewing, and have ratings of "NR" (pre 1967), "G" and/or "PG" only.
- Please include an email address if you have one as I can contact you if necessary.

Student and parent signatures acknowledge receipt and understanding of the above information.

Student: Printed name
name

Parent/Guardian: Printed

Student: Signature/Date
Signature/Date

Parent/Guardian:

Phone: _____

Parent/Guardian: Email address: _____

Students Email address: _____

This portion must be returned to the teacher for credit by Friday, July 25th !

Some Advice from Those Who Have Survived APUSH

- If you [were] simply looking to expand your high school resume, I would refrain from taking APUSH.
- Future students must be warned, however, not to procrastinate or fall behind. In the future I would advise [students] to be sure that they have time to take on such a high level course.
- Also, [be] prepare[d] for essays by making sure you thoroughly know the time period being studied. Don't just expect to write a good essay without the detailed facts.
- For the rising juniors who constantly complain that they have to write long papers over the course of a week or two, I would tell them that they should not take this class.
- If I were to recommend anything to a person about to take the course it would be to relax and treat the course as an insightful experience rather than a burden.
- On the weekends, I could spend about four hours reading and taking copious amounts of notes on the chapter..... If you are not skilled note taker, then you should definitely work on improving your skills by learning how to analyze and annotate as you read.
- If you put in the effort for this class, you will succeed and it will be worth it. You must take time to fix your weaknesses and make sacrifices of both free time and sleep, particularly in the second semester while preparing for the AP [exam].
- For the next year's [students], my advice to you is, not to STRESS OUT! The weekly essays are not that bad.
- And the second most important thing..... is discipline towards getting work accomplished. The amount of work that piles up in APUSH..... is staggering if you procrastinate.
- After the very first day of class, I could tell that APUSH was going to meet the high, strenuous expectations that I had set for it. APUSH did include a heavy workload.....
- Students should review notes *each and every night*, and study each night. This will ensure that they not only do well on the DBQs and SAQs, but also on the final AP Exam.
- In my experience I found that if I studied, did my homework, and paid attention in class I would usually do fairly well on any assessment in class. It was easier for me to focus more on the work if I was not as worried about my grade....
- Most students who take APUSH have other difficult classes as well, so they cannot afford to slack off..... APUSH students should always try to get ahead whenever they can..... getting a head start on the weekend reading.... will make the weekend load easier.
- One way that allowed for me to comprehend history was to talk about it with my friends and also with Mr. Gahn. Though this seems like a strange concept, the ability to talk about history in my own voice expanded on the information that was presented in the textbook.
- The material is easy enough after reading it and then discussion in class, the challenging part is memorizing the material and then able to critically think about it and use it. For me, I found it best to make these outlines while reviewing.
- APUSH is a class where you get out as much as you put in. If you are giving the class your full effort, actively engaging in class discussion and asking questions whenever necessary, you will undoubtedly have a rewarding experience.