



Advanced Placement United States History
Mr. Van Over
Course Information
Fall 2016
<http://markvanover.weebly.com/>



Please note that information contained in this syllabus is subject to change. Any changes will be noted to students in advance.

Course Description

The AP United States History (U.S. History) course at Canyon Crest Academy is designed to prepare students for the content demands of both the AP U.S. History Exam and the **SAT II** exams, both offered by the College Board. The course follows the standards prescribed by the College Board in the AP Course Description (found online at <http://www.collegeboard.com/student/testing/ap/about.html>). The course spans American history from pre-Columbian contact to approximately 2008. The course emphasizes the study American History with not only emphasis of historical events, but also with a focus on skills of historical thinking (analyzing primary sources, interpretation of historians and scholars, comparison of events and time periods, contextualization of events, synthesis with connections to other time periods or disciplines, causation, patterns of continuity and change over time, framing events through periodization, and historical argumentation. Seven distinct themes are emphasized in this course: American and National Identity; Politics and Power; Work, Exchange, and Technology; Culture and Society; Migration and Settlement; Geography and the Environment; and American in the World. Students read from a college-level textbook and learn to analyze primary-source documents from the time periods studied. In addition to taking the SAT II exam, students may wish to take the AP U.S. History exam. Successful completion of this exam can result with students earning college credit, depending on the policies of individual colleges and universities.

Course Goals

This course will:

- Provide students with the analytical skills and factual knowledge to deal with the problems and situations of American History presented on the AP U.S. History exam.
- Prepare students for intermediate and advanced college courses by making demands upon them equivalent to those of full-year introductory college courses.
- Require exposure to standard college textbooks, works dealing with diplomatic and economic history, documentary histories, and a variety of specialized period supplementary works that place emphasis on political history, social history, economic history, and/or diplomatic history.
- Test for factual knowledge and the ability to analyze, compare, contrast, and draw valid conclusions based on evidence.
- Assess historical documents (their relevance to a given interpretation problem, their reliability, and their importance) and to weigh evidence and interpretations presented in historical scholarship.
- Require students to interpret documents, maps, charts, graphs, statistical tables, pictures, private journals, correspondence for content, meaning, and usefulness.

Required Texts

The following textbook is used consistently throughout the course and is checked out to students:

Kennedy, David M., Lizabeth Cohen, and Thomas A. Bailey. [The American Pageant: A History of the Republic](#).
Advanced Placement Edition. 13th ed.

Suggested Supplement. AP Exam review books can be a valuable supplement to use during the course of the test, particularly when studying for unit tests and, of course, when studying for the AP U.S. History exam. The text suggested below has been reviewed and has been judged to have been an excellent study aid of this course. However, it is not required to purchase this text for this class. It is strongly suggested that students read this text cover-to-cover. **PLEASE KNOW THAT IT IS POSSIBLE TO DO WELL IN CLASS WITHOUT HAVING THIS STUDY AID. ALL MATERIALS NEEDED TO DO WELL IN CLASS ARE PROVIDED TO STUDENTS.**

Dornbush, Krista, Steven Mercado and Diane Vechhio. Kaplan AP U.S. History 2016. ISBN-13: 978-1625231444 or ISBN-10: 162523144X. This is available online as either a print or Kindle e-edition at [Amazon.com](https://www.amazon.com) at a reasonable price. This review guide comes highly recommended from AP U.S. History teachers nationwide.

Class Organization

- Unit study guides are available online. These are for student use to interact with material in the textbook, in class, and material expected on both unit exams and on the national AP Exam. Students are encouraged to complete the study guides, but they will not be collected for credit.
- Weekly assignment sheets are posted online on Mondays/Tuesdays listing the schedule for that particular week, and due dates will be listed on the calendar available at the course website. These agendas will list any discussion questions for which to prepare, the reading assignments discussed that week, all announced quiz and test dates, along with other anticipated information.
- Daily class meetings are a combination of lecture, group work, coverage of discussion questions, document analysis activities, essay writing and peer evaluation, or viewing of videos.
- Periodically, student essays, reports, or presentations will be required. Presentation projects are frequently group projects and **are assigned outside of class**; they are ongoing, and little to no in-class time will be provided.
- Nightly reading assignments are given. These reading assignments are coupled with an in-class, individual assignment over key terms the following day. These terms are announced in class and are also available on the course web site. “Terms” assignments are timed and are given Monday-Thursday. (Specific details and guidelines for “Terms” assignments are given later in this syllabus.) Not all Terms Assignments will necessarily be graded for credit.
- Each Friday, a longer multiple-choice reading quiz will be given over the readings from that week.
- At times, more formal, written homework assignments may be assigned. (Document analyses or interpretation questions are examples of these.). **However, not all of these homework assignments will be graded critically for credit. These collections will be unannounced.** Other assignments may be collected to “spot check” for completion and for quality of work. These assignments are worth substantially less than those which are critically graded.

Study Techniques

The reading load, especially in the first 2—3 weeks, is considerable. In order to cover the maximum amount of material with the least amount of stress, sharing is DEFINITELY encouraged. While each student is expected to read ALL TEXT MATERIAL, outlining discussion questions and supplemental readings may be shared with your group. (Take care, however, to ensure that any work submitted is CLEARLY your own.) You are responsible for understanding all of this material for testing. The amount of time required for homework in this class will vary with your reading speed. Assignments vary in length. Watch your weekly assignment calendar and plan for long assignments and supplemental readings. Time management is an essential skill for this class, and you must take the responsibility for budgeting your time. As you become accustomed to course format and texts, things will fall into place and become easier. It is important to NOT GET DISCOURAGED!

Tests

Tests will be a combination of objective (multiple choice), essay questions, or document based questions. All tests will attempt to recreate the testing environment of the AP Examination. Consequently, multiple-choice tests will resemble an actual AP exam to the fullest extent possible. All multiple-choice tests are graded in a manner similar to the method employed by the College Board. In addition, all tests are timed in accordance with actual AP testing procedures. Students will receive guidance on how test scores would possibly translate to AP grading procedures.

Grading Categories

Grades in this course are arranged in the following categories, with the percentage of the overall grade noted:

CCA Points (Participation)	4% of overall grade
Coursework	30% of overall grade
Weekly Reading Quizzes	21% of overall grade
Tests	25% of overall grade
Mid-Term or Final Exam	20 % of overall grade

Grading Scale

The grading scale is as follows:

A+	97.5-100	B+	87.4-89.4	C+	77.5-79.4	D+	67.5-69.4	59.4-below	F
A	93.5-97.4	B	83.5-87.4	C	72.5-77.4	D	62.5-67.4		
A-	89.5-93.4	B-	79.5-83.4	C-	69.5-72.4	D-	59.5-62.4		

**Grades shown factor in automatic rounding for .5 or higher; the grading scale shown here is exact and is not-negotiable.

Course Grades:

Our school reports grades at each quarter, which, given the 4x4 block schedule, means that reporting periods come quickly. Consequently, when the SDUHSD experiences the end of first “quarter,” our class is experiencing the end of first “semester.” Grades “begin again,” or are recalculated from zero, at the beginning of the second quarter.

A Mid-Term and a Final Exam, worth 20 % of the overall grade, is administered at the end of each quarter.

Mid-Term and Final Exams

All students are required to take a mid-term exam at the end of the first quarter and a final exam at the end of second quarter. Students must attend these examinations. **No early examinations will be scheduled.** Student's failing to report for the mid-term/final exam period will receive the course grade with the exam entered as a “zero” until a make-up exam is completed.

Homework Guidelines

All homework assignments for this class are to be **typed**, unless otherwise stated or cleared through the teacher **in advance** (Notes assignments are to be handwritten only). Hand-written work is acceptable if discussed in advance of the assignment being due. All work must be submitted at the time it is called for in class—meaning a hard copy of the assignment is to be provided. **Assignments are not to be e-mailed to the teacher without prior authorization.** Please remember: work that you've e-mailed to yourself, or that you're having a parent bring to school for you, but isn't in your hand when an assignment is due is work that is not in class to submit—it is considered late. **(This applies even if you have e-mailed work to yourself or if work is sitting in the printer at home and a parent can bring it to school later in the day. Work not in my hand when I collect it is considered late—even if your parents e-mail or call me and say that they will bring it to school that day.)**

As a general rule, I do not accept e-mailed work unless we have discussed it in advance.

NO LATE WORK IS ACCEPTED AT ANY TIME.

PRINTERS RUNNING OUT OF INK DO NOT AUTOMATICALLY EXCUSE LATE WORK.

IF A PRINTER RUNS OUT OF INK, HAND WRITE THE ASSIGNMENT—THERE IS NO NEED TO ASK IN ADVANCE IN THESE CASES.

There are times in which students will be asked to submit their assignments online to the TurnItIn platform. Students will be told when to do submit to this site in advance.

Late work is not given credit, and will be entered as a “zero” in the grade book and will be noted as late. The only exception to this is when a student is absent. District make-up work policies apply for student absences. Work that was assigned prior to an absence is due upon a student's return. There are standing assignments that are generally expected each day. These assignments are provided on the course website; thus, being absent on a given day does not always excuse a student from having this assignment done. They must be provided to the teacher upon a student's return.

Student Success Code (General Procedures and policies)

1. Be present and on time; this means being in your assigned seat when the tardy bell rings.
2. Have materials ready as soon as you are seated. Have your homework ready to turn in (including stapled) and have your notebook ready on your desk.
3. No food or drink is permitted in the classroom. This includes candy and gum. Water is acceptable.
4. All bags and purses must be left on the floor.
5. Electronic devices are permissible at appropriate times and when used appropriately. (This includes cell phones, iPods, portable gaming consoles, etc.) However, students found to be consistently off-task with an electronic device risk confiscation of the device, in accordance with school procedures. Devices will be returned at the end of the school day in such cases.
6. Having an electronic device visible at any time during a quiz or a test is automatically considered a violation of the Academic Honesty policy.
7. Show respect to others at all times. This includes letting others speak without being interrupted (including teachers) and being respectful of differences in opinion.

Consequences:	First Offense:	Warning
	Second Offense:	Detention and parent contact
	Third Offense:	Administrative referral
	SEVERE CLAUSE:	Severe disturbances or violations will result with automatic referral.

Tardies and Detentions

- **A tardy is defined as not being in one's assigned seat when the bell that signals the start of class rings. For example, if one is standing in the doorway when the bell rings, they are not in their assigned seat; therefore, they are tardy.**
- **Students who are tardy are not appropriately participating in class at that time.**
- Tardies are both disruptive to the class and disrespectful to the teacher and to fellow students. They are considered a disciplinary issue and are dealt with as such.
- Students who are habitually tardy—**even if the tardies are excused**—will be referred to administration for possible review by the School Attendance Review Board.

CCA Tardy Policy/My Tardy Policy:

First Offense:	Verbal Warning
Second Offense:	Parents contacted. Detention assigned; loss of 10 CCA points.
Third Offense:	Student referred to Saturday School.
Fourth Offense:	Student referred to administration.

- Since tardy students are not appropriately participating in class, tardies result with a loss of 10 CCA/Participation Points. These points can be regained by attending detention sessions arranged with the teacher.
- Detentions are issued for students who are tardy, regardless of whether it is the first one.
- Detentions may be issued for infractions of the Student Success Code or class procedures, since these are times in which students are not appropriately participating in class. CCA point reductions can take place for infractions of rules. As with tardies, these points can be regained by attending detention.

Attendance

It cannot be stressed enough that regular class attendance is essential to AP students. Missing one class can leave one in major disarray, particularly when scheduled on a 4x4 Block schedule.

- If you are aware of a future unexcused absence (field trip, college visit, etc.) you must obtain an Absence Notification Form. This form must be filled out and given to the instructor at least 5 days in advance of your absence. Failure to notify the instructor in the time frame discussed will result in zeros for the assignments missed during the absence.
- **Students who accumulate an excessive number of absences may be referred to administration for SARB process consideration, even for excused absences.**

Make-Up Work:

- Please see me before or after school to discuss make-up work arrangements, or to complete make-up work and quizzes. I am unable to give you the full attention needed during passing periods. Please know that it is the student's responsibility to contact me about absences; I will not remind students about their work.
- **If a student is absent on the due date of an assignment (i.e., was present when the assignment was given), the work is due upon the student's return to school. (This includes "Terms" assignments, described below. You are not granted an extension due to the absence.)**
- For work assigned during a student's absence, the student will be given an amount of time equal to the number of days absent to complete make-up work.
- Students are given five days from the date of return to make-up a test or quiz given during the absence.
- No credit is earned for assignments missed due to unexcused or uncleared absences.

Extra Credit:

Extra credit is offered sparingly in AP U.S. History. When it is offered, it is extremely conditional. The conditions are as follows:

- Extra credit can only be submitted if **ALL** homework has been submitted.
 - Even if an assignment is missed, and thus is not eligible for credit, it still must be submitted before any extra credit will be awarded.
- Extra credit is placed in the CCA Points category. It is considered to be extra participation on the part of the student and is placed in the grade accordingly.

Contacting Mr. Van Over

I can be reached in several ways:

- During my office hours, which are generally from 3:15 to 4:00 PM, or by appointment.
- By e-mail: mark.vanover@sduhsd.net
- By telephone: (858) 350-0253
 - Should you telephone, please do not call during school hours.

PLEASE NOTE: I am a Social Science Special Teacher for the San Dieguito Union High School District. As such, there are times in which my after school availability may be limited. I will do my best to ensure that students are aware of times I will not be available.

Please do not hesitate to contact me should you need any assistance

Standing Types of Coursework Assignments and Guidelines for Completion
NOTE: This listing is not all inclusive; other types of assignments may be given.

Nightly Reading and/or Online Viewing with Note Taking Assignments:

Students are expected to read the week's assigned textbook pages on a nightly basis, and in some cases the Weekly Agenda will state specific pages that must be read on a given night. For these assignments, students will be taught the specific note-taking standard that is required (Two-Column Notes with Summarization), and the expectations will be communicated in advance. These notes are to be handwritten. (Exceptions to this can be made; please see me directly.)

- **(Note: because this is a standing assignment, you must do the assignment even if you are absent on a given day. Between the online listing of the assignment and the distribution of the agenda each week, you will always have advance notice of what must be read for each night's homework.)**

Bell Work—Short Answer Questions (worth ten points):

If assigned, students will be provided with a "Short Answer Question" prompt, which is fashioned after the Short Answer Questions that are required as part of the AP Exam, and of which may appear on Unit Tests in class. Students will be taught the format for these questions as part of our classwork, and the skills necessary to do well will be reinforced throughout the course.

Bell Work—Thesis Practice (worth ten points):

At the beginning of class, a prompt is listed on the board or on the overhead screen that resembles the type of essay prompt that we will encounter as part of our AP experience. Students will be directed to provide a thesis statement, according to guidelines that will be learned in class, and to provide a brief outline of main historical points that would support their position. Particularly, the thesis statement helps to reinforce the AP historical thinking skills of argumentation. This, again, is a **seven minute, GRADED** activity.

- **THE CONDITIONS:**
 - In order to complete the Bell Work assignment, students **MUST** have their completed notes (see above) with them in class each day. Students who do not have their notes will not receive credit for the Bell Work assignment. All notes must be fully complete in order to earn credit for the assignment.
 - Students who are tardy to class will not be permitted to complete the Bell Work assignment. (A tardy, as described earlier in the syllabus, occurs when a student is not present in their assigned seat when the tardy bell rings.)
 - Students who are absent will be required to make-up all Bell Work assignments **on the day of their return**, either before or after school. **If the student does not make-up the work within this parameter, they will not be permitted to complete the assignment for credit.**

Other Types of Coursework Assignments

Document Analysis Activities (worth 15 points):

Students are periodically assigned historical documents to be read and analyzed according to guidelines provided to students in advance. At times, up to two documents per week may be assigned. In keeping with the homework collection policy stated earlier, not all analyses will be collected and graded.

Works by Historical Authors and Write-Ups (worth 15 points):

According to guidelines established by the College Board, students are required to read and assess the works of prominent American historians. Students are occasionally assigned independent readings that are accompanied by a written assignment in which students are required to complete within (typically) a three-to-four day period. These write-ups are frequently done in preparation for in-class debates, discussions, or Socratic seminars.

Group Projects and Presentations (points vary according to project and scope):

Occasionally, students will be grouped and assigned a long-term project to be completed **INDEPENDENTLY** over the course of one of our units of study. Generally, no class time will be provided to work on these assignments. Students are free to set appointments to visit with me about their progress. Short "check-in" points are scheduled throughout the course of the project so as to encourage students not to wait until the last minute to complete the project.

**AP U.S. History Students:
AVOID THE MAY 6, 2017, SAT EXAM DATE!**

In the past, many students and their families have chosen to take the May SAT Exam. However, we all found that the need to prepare adequately for the SAT Exam conflicted greatly with the need to prepare for AP Exams—particularly those students whose AP courses were held in the Fall Term and required review.

The Nature of the AP U.S. History Exam

The APUSH Exam offered by the College Board is typically known as being one of the most difficult exams. Students who have taken AP World History typically find that they have been “duped,” in a way, by the differences in structure between the two courses. Because of this, they sometimes believe that they do not have to prepare as rigorously for their AP U.S. History Exam. **THIS IS NOT TRUE!** The exams are radically different in nature.

Because our APUSH course is in the fall, it is very important to review extensively in the weeks leading to the AP Exam. To adequately provide this review, optional Saturday review sessions have been established for the following dates:

March 2017: 11, 18, 25

April 2017: 1, 22, 29

(The AP U.S. History Exam is held on Friday, May 5, 2017, during the morning session.)

At times, there has been an estimated 27% drop in Saturday review session attendance compared to the same group of students who attended sessions for AP World History. Nearly 50% of these students were unable to attend any Saturday sessions because they had enrolled in SAT preparation courses which were held at the same time—on Saturday mornings. Interestingly, there was a 7% drop in overall “passing” AP scores for the same group of students who had taken AP World History exams in prior years. It is estimated that roughly 5% of this decrease can be attributed to those students who were unable to prepare for their AP Exams and their SAT Exams.

Nearly every student who earned a 4 or a 5 on the exam had attended most—if not all—of the review sessions. Many students who had a very good chance of earning a 5 on the exam scored lower than expected; these students had not attended review sessions.

Those students wishing to take the SAT II Subject Test for U.S. History are encouraged to take this exam on the January 23, 2016, administration. This date immediately follows the end of the course, when content is fresh in the mind of students. Additionally, this follows their Final Exams, so students will have been studying roughly 50% of the content of the SAT II just before the exam’s date.

Recommended SAT Dates:

November 5, 2016; December 3, 2106; January 21, 2017; March 11, 2017; June 3, 2017.

The SAT II Subject Test for U.S. History is also offered on each of these dates, with the exception of the March exam.

August 30, 2016
Dear Parent/Guardian,

I am excited at the opportunity to have your student in our class this year. AP U.S. History provides students with a challenging and engaging curriculum and allows students the opportunity to experience a college-style atmosphere while in high school. Studies indicate that students who have taken AP courses in high school tend to not only outperform their peers in college, but also have a lower college drop-out rate.

Please take a moment to visit the Electronic Syllabus for this course. It contains pertinent information that is important to student success in this course. Please sign this sheet below and return it with your student tomorrow. In fact, it is their first homework assignment and must be turned in tomorrow, August 31, 2016! **PLEASE RETURN ENTIRE SHEET.**

In short, the following information is of particular importance:

1. Homework policies, particularly "Terms" assignments, and the policy regarding work that is late.
2. Unit review guides and their importance to quizzes and unit exams.
3. Attendance suggestions and tardy policies

I am available for questions that you may have. Please do not hesitate to contact me should the need arise. **The best way to contact me is via e-mail.** E-mails allow for me to reply quickly. Generally, however, I return phone calls within one or two days of a message. My phone number and e-mail address are listed below.

PLEASE NOTE:

AVOID THE MAY 6, 2017, SAT EXAM DATE! We have found that many families that wish for their students to take the SAT or the SATII exams in May find their students in a difficult situation. Many take multiple AP subjects and wish to take their exams, but they also may wish to enroll in SAT preparation courses, typically held on Saturdays. This conflicts with AP U.S. History review sessions, which are held on Saturdays from March 11, 2017, through April 29, 2017. Another SAT date is held in June. Students wishing to take the SAT II in U.S. History are advised to take the exam on January 21, 2017—which immediately precedes the end of the course.

Please also note that weekly homework agendas can be accessed on the AP U.S. History website at <http://markvanover.weebly.com>.

I have included a space below for you to note your e-mail address. I have found that e-mail has certainly made communication with parents MUCH easier.

Again, I am excited that your student is in this course and am looking forward to an extremely productive and exciting school year.

Respectfully,

Mark Van Over
Social Sciences Teacher Chair/District Social Science Staff Support
Phone: (858) 350-0253 E-mail: mark.vanover@sduhsd.net

PLEASE RETURN ENTIRE SHEET.

I have read and understand the course policies and syllabus for A.P. U.S. History.

_____	_____
Student Name (Print)	Class Period
_____	_____
Student Signature	Date
_____	_____
Parent Signature	Date

****Parent**** E-mail address: _____

PLEASE RETURN ENTIRE SHEET.