

ADVANCED PLACEMENT UNITED STATES HISTORY

The Official Course Requirements for Students and Parents (Or everything you need to know to succeed in this class)

TEACHERS: Mr. Domenic Martelli, Mrs. Shirley Schenker

HOW TO CONTACT: Call the School (610-869-2446) and leave a message
E-mail: dmartelli@avongrove.org; sschenker@avongrove.org

WHEN TO CONTACT: **Parents** -- Anytime you have a question, comment, or concern, or wish a grade update on your student
Students -- Anytime you need assistance with an assignment, or have a question, comment, or concern that cannot be addressed in class

BENEFITS OF AN AP UNITED STATES HISTORY COURSE

Participation in an AP United States History course provides YOU with the opportunity to:

- develop a passion for learning and an enhanced interest in U.S. history;
- engage in challenging college-level course work at the high school level;
- improve analytic and persuasive writing and research skills;
- demonstrate to college admissions officers a willingness to take challenging courses;
- prepare for the demands of college course-work;
- receive college credit, by-pass lower-level college courses, or both, depending on institutional policies.

COURSE CONTENT

“The AP United States History program is designed to provide students with both the facts and the analytic skills necessary to deal critically with the problems and materials in United States history” (*AP Course Description*). As a student in an AP United States History course you are expected to

- assess historical materials (primary and secondary), evidence, and interpretations;
- analyze events and developments from a multidisciplinary perspective, including the political, economic, cultural, and intellectual dimensions;
- interpret documentary material, including maps, charts, statistics, pictorial and graphic evidence;
- develop skills to assist in the learning of a large amount of historical content, including note-taking and outlining;
- write analytical and persuasive essays with clarity and precision, using documentary evidence.

There are two key content components in the course -- (a) factual and conceptual knowledge and (b) communication skills, especially analytic and persuasive writing. Additionally, preparation for the AP examination will be part of the instruction.

Factual and Conceptual Knowledge. The course is similar in scope to a college-level survey course. The AP course at Avon Grove will cover the colonial period to the present.

Communication Skills. Students will be expected to write frequently and with increasing complexity and skill. Writing assignments will include a variety of essay questions and research projects, and will require students to use historical documentation to support positions and viewpoints.

AP Examination Preparation. Students will be thoroughly exposed to the types of questions encountered on the AP examination. These include multiple-choice questions and different types of essay questions

EVALUATIONS (GRADES!):

- Classwork: 15%
- Homework: 10%
- Quizzes: 15%
- Unit Tests: 15%
- Free Response Essay Questions (FRQs): 15%
- Document-Based Essay Questions (DBQs): 15%
- Projects, including binder checks: 15%
- Note on Homework: In any college level course, students are expected to prepare for class in advance in order to participate in class activities. Students should access the teachers' calendars for information on class activities and assignments.

SUPPLIES REQUIRED DAILY:

- (a) A 2" binders (with notebook paper).
- (b) Writing implements. Blue or black pen or black pencil required for any classwork/homework. In-class essays must be written in blue/black pen. All essays completed at home may be typed (12 font, double-spaced, 1" margins) or handwritten in ink.
- (c) Highlighters (at least 2 different colors)
- (d) *Enduring Vision*. This is the course textbook. Students are expected to use read the textbook carefully and outline each chapter in advance of the week of study.

RESOURCES RECOMMENDED. Access to the following will help students succeed in this course:

- a) Daily news (paper, magazine or online)
- b) Computer with word processing program and Internet access and printer
- c) Any of the commercially-published AP Review books. There are several good ones. See the reference section at any large bookstore. It is recommended that this book be purchase at the beginning of the school year and used throughout the year.

ASSIGNMENT REQUIREMENTS:

All work submitted is expected to be of professional quality in content and appearance. Specifically, all assignments must be

- (a) On time (NO CREDIT WILL BE GIVEN FOR LATE ASSIGNMENTS.)
- (b) Neatly written in blue or black pen or pencil or typed.**
- (c) On straight-edged paper.**
- (d) Complete and organized.**
- (e) All essays written at home must be typed (font 12, double-spaced, 1" margins) or handwritten in ink.

**There will be a 10% deduction in point value for assignments not meeting these requirements.

ACADEMIC HONOR POLICY

All students are expected to follow the Academic Honor Code. Unless specifically designated, ALL work is to be done independently. Collaborative assignments will be specifically designated. *It is emphasized that all outlines must be completed independently.*

MAKE-UP POLICY

All work missed due to excused absences from class must be made-up within three days. Special arrangements will be made for unusual situations (example -- extended illness).

Tests are to be made-up during a study hall or after school. They cannot be made-up during a regular class period unless there are exceptional circumstances. It is the student's responsibility to check the teacher's calendar regarding assignments missed during absences. If there are any questions, the student should check with Mr. Martelli or Mrs. Schenker.

EXTRA CREDIT POLICY

Extra credit opportunities in a college level course are limited. Those that are offered may include viewing a specific program or news event (i.e., State of the Union Address) and submitting a written analysis. Extra credit opportunities are offered to all students; no individualized assignments are available. Extra credit points are only counted if students have attempted all assignments.

CONTROVERSIAL TOPICS

Students will be exploring U.S. history in depth. Frequently, they will encounter topics that generated controversy in the past and still do so today. Such topics include: racial discrimination, affirmative action, the role of government in the lives of individual citizens, individual liberties and responsibilities, military actions, Native American issues, protest movements, political platforms on controversial topics (abortion, welfare reform). Students will learn how to gather knowledge on these and other issues, analyze the arguments for the various positions, and engage in CIVIL discussion of controversial topics. Exploration of these issues involves analysis of readings, photographs, and films that may contain graphic material. Recognizing that some of these topics may be difficult for individual students to cope with in a public setting, the following options are presented:

(a) Topics of a controversial or sensitive nature are announced at least a week in advance. The approach to the topic and materials used will be briefly presented.

(b) Parents have the right to preview any materials to be used.

(c) Students always have the right not to participate in a particular lesson, and to request another assignment. Such arrangements are made in confidence with Mr. Martelli or Mrs. Schenker.

If students or parents have any questions on this class policy, please call Mr. Martelli or Mrs. Schenker.

KEEP THIS INFORMATION IN YOUR BINDER!

ADVANCED PLACEMENT UNITED STATES HISTORY

RETURN THE SIGNED STATEMENT TO YOUR TEACHER ON THE FIRST DAY OF SCHOOL.

I have reviewed and understand the course requirements for Advanced Placement United States History

Date: _____

Student

Parent