



Chandler Unified School District

SOC305 AP American/Arizona History

Semester 2, SY 2022-23

Course Overview

Course Description

SOC305 AP American/Arizona History (Full Year, 1 Credit): This is a college-level course designed to provide analytic skills and factual knowledge necessary to deal critically with the problems and interpretations of American history. Emphasis will be on discussing key historical events as seen by different historians. Students completing this course will be prepared to take the AP exam.

Advanced Placement (AP) / International Baccalaureate (IB) / Dual Enrollment

This is an AP and Dual Enrollment course. An additional syllabus will be provided outlining specific AP/IB/Dual Enrollment requirements for this course.

Site

School name and address:

Hamilton High School, 3700 S Arizona Ave, Chandler, AZ 85248

Building principal:

Michael Delatorre

delatorre.michael@cusd80.com

Faculty Information

Teacher:

Jennifer Pollnow BA Broadfield Social Studies and Secondary Education, MEd

pollnow.jennifer@cusd80.com

480-883-5029

Office hours: Tuesday and Thursday, 2:15-3:00 P.M.

Course Learning Outcomes

After this course, students will be able to:

- + Demonstrate mastery of a broad body of historical knowledge
- + Use historical evidence to defend and support basic arguments and positions
- + Differentiate between various schools of historical thought and interpretation
- + Interpret and draw conclusions from various pieces of historical data including original documents, cartoons, graphs, etc
- + Demonstrate an effective use of analytical skills of evaluation, cause-and-effect relationships, and compare and contrast
- + Work effectively in groups to produce products, make presentations, and solve problems

+ Prepare for the AP U.S. History Exam

Materials and Fees

Course Materials

David M. Kennedy, Lizabeth Cohen, and Thomas A. Bailey. The American Pageant, 14th edition

Cathy Matson, John K. Alexander, and Louis S. Gerteis. Documents Collection America's History Vol. 1 & 2 Edition Newman and John M. Schmalbach. U.S. History: Preparing for the Advanced Placement Examination (AMSCO)

Course Fees

n/a

Curriculum and Instructional Resources

Adopted Resource(s)

The American Pageant: a History of the American People - Kennedy, David M., and Lizabeth Cohen. (Cengage Learning)

**An asterisk will indicate a resource containing sexually explicit materials per legislative definitions.*

CUSD has determined that all resources listed above are of exceptional educational value.

Course Access

This course is taught in person at Hamilton High School. Students will have access to the curriculum and instruction in the classroom. Google Classroom is the primary location for students to access material when absent from classes taught in person. Buzz is the primary location for COA students to access materials at all times.

- Clever cusd80.com/Page/45109 (select secondary courses will use clever)

Computer Requirements

Students can use devices to engage with electronic resources and turn-in select assignments.

Help

Academic Support

- Contact the teacher to schedule an appointment during office hours
- [NetTutor](#) offers K-12 CUSD students free live tutoring, question drop-off, and writing feedback (cusd80.com/NetTutor)
- [Ed Tech](#) support for students, parents/guardians, and community link (cusd80.com/Page/45109)

Mental Health Support

- CUSD's Counseling and Social Services Department provides access to mental health support for students and families through their webpage cusd80.com/Domain/10528
- US Department of Health and Human Services 9-8-8 hotline
- 24-hour Crisis Line Talk: 602-222-9444, Text: 741-741

Student Conduct, Success, and Responsibilities

Student Handbook

Students must follow the policies and procedures established in the Student Handbook. Copies of the handbook can be found at <https://www.cusd80.com/handbooks>. Printed copies will be provided upon request.

To be successful

Consider:

- Active verbal engagement in group activities
- Having work ready to turn in at the bell—failure to comply may result in late work penalties
- Organization and ability to recall materials (including handouts) when needed
- Volunteering your writing for class instruction
- Cooperation
- Tutoring appointments
- Compliance with class and school policies (i.e. cell phones)

Topical Presentations and Individual Presentations will be conducted frequently. If you are absent for a group presentation, your group members will still present on the assigned day. You will be responsible for presenting to me on your own. The absence must be EXCUSED. If you are signed out for my class only on that day, and you return to school, your grade will suffer a LATE penalty. The same policy holds true for an individual presentation.*

Notes

Active reading and listening are a critical part of this course. Students should take notes while reading and in class. All notes should be clearly labeled and dated through your notebooks. Notes should not recopy the text, but they should be in-depth enough to cover key concepts and support. Normally several pages of notes per chapter, and 1-2 pages of notes per class period will be fine if you are thorough but concise. A page of notes is considered one side of an 8x11 sheet of paper written in average size font. Notes should not be in complete sentences, but they should convey a clear thought.

All notes must be your own work and clearly handwritten. No two people summarize exactly alike. Copying someone else's notes from online sources or students from this year or prior years will be considered academic dishonesty. In the event of an excused class absence you may of course copy someone's class notes and simply write "excused absence" on the top of the notes.

All notes should be maintained in your 3-ring notebook, and this should be brought to any student/teacher of parent/student/teacher conferences.

Proofreading

This is a high level class, and I expect high level work. All work must be proofread. Work that has

not been proofread will not be graded, will be returned to the student, and is subject to late work penalties.

Student Responsibilities

Google/Turnitin.com Plagiarism

- All work will be run through Google's/Turnitin.com plagiarism system. You should remain in the blue/green area for all work. (Guiding questions should never be over 30% match.)
- Failure to upload required work:
 - o Many assignments will require uploading. When required, if not uploaded by the closing date and time, it will be given a "0" (if not completed) or uploaded. Work that is over the acceptable limit will need to be redone and late penalties will apply. *See Late-Work policy.

O To receive any credit, you must upload the assignment within five calendar days, and then bring in a receipt. The receipt should be turned in with a late work cover sheet. Late work penalties apply.

"Cheating" on an upload (e.g., uploading a different assignment other than the one turned in) will be considered cheating, and carry those consequences.

CHEATING AND PLAGIARISM: See Page 10 in the HHS Handbook.

We will discuss ethics the first week of class. Cheating and plagiarism will be clearly defined, but suffice it to say that it will not be tolerated in any form. See the OWL website for complete details on plagiarism.

*If you must be told to remove air pods or ear buds in class, you will lose your participation points for the day. These items must be stored away before class begins. In addition, your cell phone must be put in your assigned slot before the class begins if you have it out. If I must ask you for your phone because you have it out during class, you will lose participation points. If it continues to be a problem, you will not only lose participation points, but you will also be given a referral to your administrator. *

*If you are absent for a class period, you will not earn participation points, but it will not affect your grade either. You will simply get an "excused" for that day's participation. Participation points cannot be made up. CLASSROOM POLICIES

RESPECT YOURSELF, OTHER STUDENTS, TEACHERS AND STAFF, AND PROPERTY OF OTHERS AND THE SCHOOL. School policies on behavior, dress code, academic honesty and plagiarism, and procedures for keeping our campus clean will be followed. There is to be NO PROFANITY in the classroom used. This will result in an automatic referral to the administrator. Academic honesty is critical, so if you or your parents have any questions on the school policy in this area, please be sure to discuss this with us so that you do not lose credit or respect. After school detention (ASD) for tardies or lack of homework may be utilized as needed. You have chosen to be in a challenging college level class. Be sure your behavior reflects that choice.

Tardies

1st Hour Kids: You will have to check in to the front attendance desk to be admitted into the classroom. There will be consequences as a result from administration.

2nd-6th Hour Kids: 1st Tardy: Verbal Warning

2nd-4th Tardies: Verbal Warning and classroom consequence (no phone, lunch detention, etc.)

5th Tardy: Phone call home, referral, Saturday school

Electronic Devices: Page 28 in the HHS Handbook.

You will have personal laptops to use within the classroom. You will not need your personal devices (I.e. cellphones) unless told to take them out. Please see the following page in the handbook to learn more about violations for using personal devices within the classroom when not appropriate.

Bathroom Privileges

1. Bathroom passes are limited. In an emergency, please utilize the restroom. However, abuse this privilege and lose it.
2. Ask for the pass, sign out, and go, don't forget to sign back in on return.
3. Please utilize the passing period for restroom breaks, not the beginning or end of class.

Food and Drink in the Classroom

Unless you have an identified issue in the classroom where you need food and/or water, there is ABSOLUTELY NO FOOD and DRINK in the classroom. Bottled water is ok to have in the classroom.

Ethics in Mrs. Pollnow's AP US History Class: A Guide for HHS Students and Parents

(With credit to Lovejoy High School)

This information is not to supersede the Hamilton High School Handbook but rather serves as an explanatory enhancement.

This purpose of this guide is to heighten your awareness of the values that form the foundation of ethical behavior inside and outside of the classroom. Please use this information as a springboard to facilitate further discussion with your parents, teacher, and peers.

Honesty – accurately representing facts and situations to each other

§ Operate out of the highest academic and professional motives

§ Submit only work that is your own

§ Do not provide work to other students unless instructed to do so

§ Understand what constitutes plagiarism and correct handling of documentation

Tolerance – the ability to listen to and consider ideas different from your own

§ Be receptive to the opinions of other students, even when you disagree – disagreement with you does not necessarily mean disrespect for you

§ Be sensitive to diversity

§ Support an atmosphere in the classroom in which individuals are comfortable stating ideas and opinions

§ Be aware that what constitutes a mature topic, reading, and/or assignment is individually dependent and are designed to challenge - not indoctrinate

Respect – a regard for the quality, dignity, and uniqueness of other people

§ Distinguish constructive disagreement and academic debate with other students and teachers from personal attack

§ Recognize and respect the different talents, background, and rights of individual students and teachers

§ Do not seek to monopolize discussions nor aggressively inculcate others to your perspective. Everyone has the right to be heard as well as challenged respectfully.

Fairness – reaching a just decision

§ Recognize that grades are earned, not given

§ A successful AP student is...consistently prepared and engaged, resilient to setbacks, resourceful and knows how to learn on their own, with teacher instruction, from peers, and from outside sources, persistent, thrives in an academic atmosphere, responsible and organized in their work habits, and believes that they are responsible for their own learning.

Engagement – active participation in the classroom community in which we are all a part

§ Engage in the learning opportunities offered with active participation and preparation

§ Make a sincere effort to see yourself as part of an academic community

Responsibility – holding yourself and others to a high standard

§ Recognize that as a college equivalency course you are expected to be able to function on your own and thus be held individually accountable

§ Keep informed of assignments, due dates, procedures – ignorance is not an excuse

§ Fulfill your duty to report instances of plagiarism and other forms of academic dishonesty – someone who is cheating is not making the effort that you and everyone else is, and hiding your knowledge is dishonest and makes you complicit

Tolerance – the ability to listen to and consider ideas different from your own

§ Be receptive to the opinions of other students, even when you disagree – disagreement with you does not necessarily mean disrespect for you

§ Be sensitive to diversity

§ Support an atmosphere in the classroom in which individuals are comfortable stating ideas and opinions

§ Be aware that what constitutes a mature topic, reading, and/or assignment is individually dependent and are designed to challenge - not indoctrinate

Respect – a regard for the quality, dignity, and uniqueness of other people

§ Distinguish constructive disagreement and academic debate with other students and teachers from personal attack

§ Recognize and respect the different talents, background, and rights of individual students and teachers

§ Do not seek to monopolize discussions nor aggressively inculcate others to your perspective. Everyone has the right to be heard as well as challenged respectfully.

Fairness – reaching a just decision

§ Recognize that grades are earned, not given

§ A successful AP student is...consistently prepared and engaged, resilient to setbacks, resourceful and knows how to learn on their own, with teacher instruction, from peers, and from outside sources, persistent, thrives in an academic atmosphere, responsible and organized in their work habits, and believes that they are responsible for their own learning.

Engagement – active participation in the classroom community in which we are all a part

§ Engage in the learning opportunities offered with active participation and preparation

§ Make a sincere effort to see yourself as part of an academic community

Responsibility – holding yourself and others to a high standard

§ Recognize that as a college equivalency course you are expected to be able to function on your own and thus be held individually accountable

§ Keep informed of assignments, due dates, procedures – ignorance is not an excuse

§ Fulfill your duty to report instances of plagiarism and other forms of academic dishonesty – someone who is cheating is not making the effort that you and everyone else is, and hiding your knowledge is dishonest and makes you complicit

Late work

LATE WORK

· Definition: Generally speaking, late work is a bad idea; think about what this tells me about you as a student. Any and all work not turned in when collected in class, on the due date, will be considered late. Assignments that require an upload to turnitin.com, and are not uploaded when collected in class, on the due date, will be considered late.

· Penalties and Policies:

o One day late: 10% off the assessed grade

o Up to five days late: 50% credit of total points, for C or better work

o Forgot to upload the assignment? Bring the receipt in the next day and receive a 10% penalty; after 5 days for 50% credit

o Two “unexcused” late assignments will be accepted, with penalties, per semester (these are tracked by the late work cover sheet—see below).

o For credit, all late assignments must be turned in with a cover sheet and placed in the late work tray.

o No late work accepted 5 days (including weekends) past due date other than excused absences and Google Classroom issues as outlined above.

o Absolutely no late work accepted the last two weeks of the semester (including Google proof).

o Some assignments will not be accepted late (e.g. large projects and presentations). These will always be noted on the assignment calendar (NLW).

o Field Trips, school business, and known absences be responsible. Generally, unless you make arrangements with the instructor beforehand, if an assignment is due when you are on a field trip or school business (sports, music, etc.), on or off campus, the assignment should be turned in beforehand; otherwise, it may be counted as late.

· Exceptions

o I reserve the right to consider extenuating circumstances for late work. The key is to communicate with me beforehand, at least 24 hours.

What do the zeros in the grade book mean?

0 = unexcused/not completed; can still complete the assignment in the time allotted. *See Make-Up work policy.

Google/Turnitin.com Plagiarism

- All work will be run through Google's/Turnitin.com plagiarism system. You should remain in the blue/green area for all work. (Guiding questions should never be over 30% match.)

- Failure to upload required work:

- o Many assignments will require uploading. When required, if not uploaded by the closing date and time, it will be given a "0" (if not completed) or uploaded. Work that is over the acceptable limit will need to be redone and late penalties will apply. *See Late-Work policy.

O To receive any credit, you must upload the assignment within five calendar days, and then bring in a receipt. The receipt should be turned in with a late work cover sheet. Late work penalties apply.

"Cheating" on an upload (e.g., uploading a different assignment other than the one turned in) will be considered cheating, and carry those consequences.

Assessments and Assignments

Students will complete assessments during each unit of study to assess their understanding. Students will complete the CUSD Common Final at the end of the first and second semesters. The Common Final will count for 20% of the student's final semester grade in grades 9-12 and 10% in grades 7-8 (some exceptions may apply at the Junior High level). Common finals will be in ELA, Math, Science, Social Science, and World Language.

Final exams will be given during the CUSD Jr High/High School Early Dismissal days in December and May, as identified on the [District Calendar](#).

If students are requested to participate in a survey, the survey questions will be provided to parents/guardians seven days before student contact.

Grading

Grade Percentage

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

Quarter grades

GRADES

All APUSH assignments are graded on a weighted point system. There are four categories under which your assignments/activities will fall. These are: READING/NONFICTION and

PARTICIPATION, SUMMATIVE ASSESSMENTS, WRITING/PROJECTS. The READING/NONFICTION category will include homework assignments and other formative assessments and will comprise 25% of the total grade; the PARTICIPATION category will include 5% of the total grade; the SUMMATIVE ASSESSMENT category will include 40% of the total grade; the WRITING/PROJECT category will comprise 30% of the total grade. Total points within the category will be included for each test, project, or assignment. Cumulative points within the categories are totaled to determine the grade for each grading period. The 2nd quarter grade is the cumulative point grade prior to the final. The final exam is approximately 20% of the semester grade. Due to the nature of APUSH and it being a Dual Credit Class, all students will take a final exam. The following grade scale will be used:

90% = A

70% = C

80% = B

60% = D (Conferences will be held if your grade is below 70%).

The goal is to help you master the material, and multiple strategies will be used and recommended to assist you in meeting your goals for content knowledge, skills, college credit/and or advanced placement, and grades.

****ROUNDING IS POSSIBLE IF ALL WORK IS COMPLETED ON TIME, YOU FOLLOW THE CLASS RULES, AND YOU SHOW RESPECT FOR ME AND YOUR CLASSMATES CONSISTENTLY.****

Semester grades

The following formula is used to calculate semester grades

- 40/40/20: Each quarter accounts for 40% of the semester grade and the final exam accounts for the remaining 20%.

Units of study

Parents/Guardians should indicate if they “Agree” or “Disagree” with their student’s participation in each of the following units of study.

Unit 6: Period 6: 1865–1898

You’ll examine the nation’s economic and demographic shifts in this period and their links to cultural and political changes.

Unit 7: Period 7: 1890–1945

You’ll examine America’s changing society and culture and the causes and effects of the global wars and economic meltdown of this period.

Unit 8: Period 8: 1945–1980

You’ll learn about the rivalry between the Soviet Union and the United States, the growth of various civil rights movements, and the economic, cultural, and political transformations of this period.

Unit 9: Period 9: 1980–Present

You’ll learn about the advance of political conservatism, developments in science and technology, and demographic shifts that had major cultural and political consequences in this period.

**An asterisk will indicate a unit of study containing sexually explicit materials per legislative definitions.*
