**A.R. Johnson Magnet School**

**DEPARTMENT OF SOCIAL STUDIES**

**Ms. Stephanie Campbell**

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RM. 701

OFFICE Hours: 3:20-4:00 PM Mon-Thurs (except when meeting or conferences occur)

Greetings: Hey All,

 I am Ms. Stephanie Campbell. Some of you already know me but for those of you who do not, let me introduce myself. I have a bachelor’s in History and a Masters in the Art of Teaching from Augusta University. I have been at ARJ for 10 years and I LOOOOOOVVVEE history. We will take this wild ride that is American history together, where we will confront many issues that can be uncomfortable but I think if we leave our 21st century mindset behind we can learn from our forefathers and help improve this country even more. I look forward to working with you and learning about US history together.

**ADVANCED PLACEMENT UNITED STATES HISTORY**

Welcome to Advanced Placement United States History. This information sheet is issued to you to inform you of the goals, expectations, and standards I have for you for this course. I hope to foster cooperation and understanding between you, your parent(s)/guardian(s), and me this school year so that we together can maximize your educational experience, and so that you can successfully navigate this course.

**Why study United States History?** The purpose of this course is to investigate the United States, its people, institutions, and heritage. The course emphasizes: political, cultural, and social issues; the role of the United States as a world leader; and the issues confronting the United States today. AP U S History is a challenging course, which is the equivalent of two semester-long college American History survey courses. Since you are an American (or, at least, you are living here presently), you must understand what it means to BE an American. We will do that by studying the United States. The best way to study our nation is by studying its history. We are the way we are because of our past. Those who do not understand the past are doomed to repeat it.

**CLASS ROOM MATERIALS**

Materials needed for the class **EVERY DAY**:

* Your textbook=Amsco Advanced Placement Edition United States History
* Folder/binder that holds notes and handouts
* Writing Utensil (i.e. pencil, and/or pen) blue or black pen for essay writing
* Multicolored highlighters

**Minor (40% of overall grade)**

These include: Classwork (not AP test related), homework, quizzes.

**Major (60% of overall grade)**

These include: tests, DBQ writings, SAQ writings, LEQ writings.

 Grade Recovery Policy: I use a square root curve for your tests/exam. This is the most accurate grade based on the College board test breakdown. If after the square root curve, you still make below a 70% on the test, you may come for test corrections either before or after school. For written assignments, I will grade them, return them, and then you may come before or after school to redo it. You must only redo the parts you missed on the rubric.

**COURSEWORK**

 Homework will exist typically in two forms: reading and written. AP is not like other classes you have taken. It is your responsibility to learn the material and I will teach you the skills necessary to make a 3 or better on the AP exam using the content you have learned. Failure to complete assignments on time will cause not only a poor grade in the class but a poor grade on the AP exam.

*Reading Homework* will be required every night, unless otherwise stated by the teacher. All homework will be given to you at the beginning of each unit. The student will need to read the section(s) of the chapter and/or the chapters assigned each night. Students will be required to highlight each section. I will give you a handout with instructions and we will complete one section together. Homework will be checked daily. Copying someone else’s homework or failing to turn in homework will result in a “0” for that grade.

. *Written Homework*/*progress checks:* Each night there will be some form of written homework from the AMSCO book. Students are to complete these and turn in on assigned date. Failure to do so can led to a failing grade in class. Progress checks are assigned in AP Classroom and there are multiple per unit. These will be assigned at the beginning of each unit and the student has until two days before test to complete. These show areas of weakness that both the teacher and student need to be aware of prior to testing. Progress checks are formative assessments and therefore are not graded except as a completion grade, if you do not complete them, they will go into the gradebook as a zero. They are to check up on how well you know the content or how well you write an FRQ.

**MAKE-UP WORK/LATE WORK**

Students may make up tests and homework when they bring in an excuse that meets with the guidelines of an excused absence as stated by the Richmond County Board of Education. Tests and other work missed during an excused absence should be made up within 5 school days. It is the responsibility of the student to check on what was missed during an absence. **If a student is absent, he/she must turn in their excuse within 5 school days. Failure to do so will result in absence becoming permanently unexcused.** In the case of an unexcused absence, students are only allowed to make up major test and projects.  **ALL ASSIGNMENTS WILL BE ON CANVAS FOR YOU TO COMPLETE AT HOME.**

*Late work policy***:** 5% deduction every day it is late (up to 25%) and once we finish unit, it will not be accepted.

**GRADING RUBRIC**

A general grading rubric for each assignment is included with this syllabus. The teacher will use this rubric in grading each student’s assignment. The teacher reserves the right to make changes in the rubric or use another rubric when and if it becomes necessary.

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**DISCIPLINE IN THE CLASSROOM**

The rule for classroom discipline is simple: Work hard, study hard, do the right thing. If the student does not do the things, the student will be disciplined in an appropriate manner determined by Richmond County Board of Education policy, and protocols in place at Westside High School.

Again, I am pleased to have you in my class and look forward to our school year. I believe we will have a productive school year if we all work hard toward our goals. I will attempt to make myself available to all of you anytime that you need me.

Thank you,

 Ms. Campbell

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, parent(s)/guardian(s) of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have received, read, and understand the contents of the syllabus for Ms. Campbell’s Advanced Placement United States History course.

Signed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TEST ESSAY/HOMEWORK ESSAY/ HOMEWORK PAPER/PROJECTS GRADING RUBRIC**

**FOR**

**ADVANCED PLACEMENT UNITED STATES HISTORY**

**MR. CAMPBELL**

**Johnson Magnet**

*SCORING DESCRIPTION*

**100-90** Contains a well-developed thesis focused on the question which guides the development

of the essay throughout.

Presents an effective analysis and explanation and demonstrates understanding of the complexity

 of the topic.

 Effectively uses all or a substantial number of outside source material and interprets them

 correctly; uses many accurate details from the time period and interprets them correctly.

 Supports thesis with substantial and relevant outside information.

 May contain insignificant errors that do not hinder argument or organization.

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**89-79** Contains a consistent, well-developed thesis which addresses the question.

Clear explanation of the differences or similarities of the topic of the issue; some imbalance is acceptable.

 Effectively uses some outside source material or uses detail to support interpretation.

 Includes insignificant outside information.

 Errors do not interfere with the comprehension.

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**78-70** Presents a limited, confused, or poorly developed thesis; weak organization and writing.

Describes differences or similarities in a general or simplistic manner, may cover only part of the topic.

Ineffective use of outside source material—briefly cites or quotes outside material in a “laundry list” presentation of information; interprets outside material incorrectly.

 Contains little outside information that is not relevant or is inaccurate.

 May contain major errors.

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**69-BELOW** Contains no thesis or a thesis that does not address the topic

 Exhibits inadequate or inaccurate understanding of the question.

 Contains little or no understanding of outside source material or ignores them completely.

 Contains inappropriate or no outside information.

 Includes numerous errors both major and minor.

 *The assignment was not submitted to the teacher in a timely manner*.

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**0** PLAGIARISM, CHEATING OF ANY FORM ON THE ASSIGNMENT