

# AP U.S. History (11) Syllabus

Period 3 in Room 328  
 Contact: via Jupiter or 098-958-3000  
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 Google Classroom Code: rmbivmo

## Course Description

AP United States History is a college level U.S. History class that is designed to provide students with analytic skills and factual knowledge necessary to deal critically with the problems and materials in American history. Skills attained in the course should provide transferable skills such as analysis and argumentation. Students are expected to frequently read and write. The coursework will be more demanding than regular high school courses.

This course is specifically designed to help students attain the following six AP Historical Thinking Skills:

1. Developments and Processes: Identify and explain historical developments and processes.
2. Sourcing and Situation: Analyze sourcing and situation of primary and secondary sources.
3. Claims and Evidence in Source: Analyze arguments in primary and secondary sources.
4. Contextualization: Analyze the context of historical events, developments, or processes.
5. Making Connections: Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.
6. Argumentation

## Course Structure

The AP U.S. History course is divided into nine different sections:

- |                        |                           |
|------------------------|---------------------------|
| ● Unit 1: 1491-1607    | Weight on AP Exam: 4-6%   |
| ● Unit 2: 1607-1754    | Weight on AP Exam: 6-8%   |
| ● Unit 3: 1754-1800    | Weight on AP Exam: 10-17% |
| ● Unit 4: 1800-1848    | Weight on AP Exam: 10-17% |
| ● Unit 5: 1844-1877    | Weight on AP Exam: 10-17% |
| ● Unit 6: 1865-1898    | Weight on AP Exam: 10-17% |
| ● Unit 7: 1890-1945    | Weight on AP Exam: 10-17% |
| ● Unit 8: 1945-1980    | Weight on AP Exam: 10-17% |
| ● Unit 9: 1980-Present | Weight on AP Exam: 4-6%   |

As we explore these nine units, we will be revisiting the following eight AP themes:

### **Theme 1 American and National Identity (NAT):**

Theme focuses on how and why definitions of American and national identity and values have developed among diverse and changing population of North America. Theme also focuses on related topics such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.

### **Theme 2 Work, Exchange and Technology (WXT):**

Theme focuses on the factors behind the development of systems of economic exchange—particularly the role of technology, economic markets, and government.

### **Theme 3 Geography and the Environment (GEO):**

Theme focuses on the role of geography and both the natural and human-made environments in the social and political developments in what would become the U.S.

**Theme 4 Migration and Settlement (MIG):**

Theme focuses on why and how the various people who moved to and within the U.S. both adapted to and transformed their new social and physical environments.

**Theme 5 Politics and Power (PCE):**

Theme focuses on how different social and political groups have influenced society and government in the United States as well as how political beliefs and institutions have changed over time.

**Theme 6 America in the World (WOR):**

Theme focuses on the interactions between nations that affected North American history in the colonial period. Theme also focuses on the influence of the U.S. on world affairs.

**Theme 7—American and Regional Culture (ARC):**

Theme focuses on the how and why national, regional, and group cultures developed and changed as well as how culture has shaped government policy and the economy.

**Theme 8—Social Structures (SOC):**

Theme focuses on how and why systems of social organization develop and change as well as the impact that these systems have on broader society.

Students are **required to** remember all 8 themes, as it will be necessary to utilize these themes when completing the written portion of the AP Exam. As a class, we will constantly revisit all 8 themes; don't feel pressured to remember all themes by the end of the first week!

**Required Texts**

- Kennedy, David M., and Lizabeth Cohen. *The American Pageant*. 17th ed., Cengage, 2019.
- Supplementary primary and secondary reading provided by the teacher

**Equipments**

- Textbook & Chromebooks
- A4 Loose Leaf Paper (necessary for in-class written assessments such as DBQs)
- Note taking material. I recommend paper looseleafs and A4 Loose Leaf Binders or Clearfile, as students can reorganize their notes by AP theme when reviewing for in-class tests and the AP Exam.

**How you'll be graded...**

Minor 30%: Homework, Quizzes, Annotation Assignments, Debates/Discussions, etc.  
Major 70%: DBQ, Unit Tests, Papers, Projects, etc.

Each assignment will be clearly identified as a minor or major grade.

Tests and DBQ/LEQs (Major) will be curved.

**Late Work Penalty (days include weekends and holidays)**

- 1 day - 10% of grade earned
- 2 days - 20% of grade earned
- 3 days - 30% of grade earned
- 4-6 days - 40% of grade earned
- 7+ days - will not be accepted as credit

If there are situations that prevent students from submitting things on time (sickness, family issues, etc.), it is the student's responsibility to contact the teacher.

I will be entering "I" into the gradebook to allow students to recognize which items are missing. Once submitted, your work will be evaluated with the late work penalty and you will be receiving a new grade.

## **Homework Policy: What to do When Absent and Fragment Answers**

All assignments must be turned in on time. If a student is absent on a test/quiz day, he or she will need to reschedule a time for the test/quiz on another day, e.g. homeroom, study hall, lunch. **If a major grade, e.g. essay, is assigned on a particular day, I still expect the assignment to be submitted on the original date as all essay assignments can be digitally submitted.** However, if the student was absent due to a situation where he or she couldn't submit the assignment on the original date, the student will need to submit the assignment the day he or she comes back to school. **Students who are absent and/or out for a school event are expected to contact me in a timely manner via Jupiter (this could be a simple "I'm sick Mr. Claxton and I do not think I can finish so-and-so." etc.). No communication, no grade.**

The following are extremely important regarding submission due dates:

1. Assignments will be due at the beginning of class, but students should check Google Classroom for the submission date and time. Any assignments submitted after the deadline (e.g. beyond 5 minutes) will be counted as "late."
2. If there is a difference in due dates with Google Classroom and Jupiter (which will happen because I cannot select multiple days if we have a presentation week), **I am reminding you that Google Classroom's due date should be respected (e.g. different presentation slide submissions)**
3. Additionally, all my classes have a specific Google Sheets calendar, which can be accessed on Google Classroom's "Important Documents" Tab. Students can access what we will be learning this week, this month, and/or this year. **This calendar is your friend, bookmark it on your Chromebooks!**

I am willing to make exceptions for certain situations, e.g. COVID, unexpected tragedies in the family or in friend/social groups, etc.

All assignments must be completed in full sentences, not fragments. This rule does not apply to assignments that allow fragments/bullet points (clarified on assignment). Assignments submitted in fragments will be deducted 5% from the final grade.

## **Class Expectations**

Our class rules are simple and can be summarized in one word: **Respect**. In order that we can all enjoy and grow in our understanding together, we will try to communicate and collaborate with the qualities of the Fruit of the Spirit (love, joy, peace, patience, kindness, gentleness, and self-control). I expect students not only to respect their teachers but also to respect their classmates, student body, OCSI community and the local community.

**Communication is also key in this classroom.** Without active communication, it will be hard for me to figure out whether I am going too fast or too slow with class content. As this is an AP class, I expect students to actively communicate and provide feedback so we can all thrive and grow not only in this subject but also as individuals.

## **Arriving to Class**

Students should be in their assigned seats ready to learn when the second bell rings. If students fail to be in the classroom prior to the second bell, they will be marked as tardy.

## **Chromebook Usage Policy**

Students are expected to bring their chromebooks to class. Students should not use their chromebooks unless the teacher asks them to do so. Usage other than class content and approved times can result in warnings and/or tardies. I will take away laptops unannounced if such an attitude continues (you may pick it up after school).

Students may not use their own devices, e.g. laptops, Macbooks, etc. The only exception to this rule is when there are group projects that require computer specs beyond chromebooks, e.g. video projects.

## **Cellphone, Food and Drinks**

Students are not allowed to use their phones during class. If students desire to use their phones for group projects (e.g. filming), students must discuss with the teacher. Students are not allowed to consume food or non-water beverages in class unless they receive permission. Students are not allowed to eat lunch during class.

## **Plagiarism and Use of AI Technology**

As written in the OCSI Handbook, academic integrity is crucial for your growth. Plagiarism is not only an offense to the original author but also a harm to your education. Plagiarism includes, but is not limited to, directly quoting without acknowledging the source (e.g., textbooks, primary and secondary sources, etc.), presenting an non-original idea as your own, copying each other's written assignments, missing Works Cited Page, etc. Students must acknowledge sources by using MLA Citation Format.

Students who are caught of any form of plagiarism will automatically receive a 0 on an assignment even if students unintentionally plagiarized, e.g. forgot to include in-text citations.

Students who admit to plagiarism can resubmit assignments with the following conditions:

1. Revised submission with proper citation
2. Submit a page long explanation why plagiarism is harmful or have a conversation with the teacher about plagiarism

Resubmitted work will be graded with a 50% grade deduction from the final grade.

Plagiarism is a serious offense in college and the business world and can get you expelled, fired or legally charged. Even if you plagiarize by mistake, colleges or companies have the right to proceed with legal consequences. Practicing proper citation is a way to protect ourselves from troubles with life impacting consequences. Please make the habit of properly citing your work!

Students are also strongly discouraged from using AI Technology (e.g. Chat-GPT) when completing minor and major assignments, e.g. writing essays. If a student is caught using AI to complete an assignment (e.g. generate an essay), the student will not receive credit. Keep in mind that we strongly discourage AI use because we want you to grow as a person.

You don't want to be replaced by AI in the future, so keep on sharpening your mind!

## **MLA Citation: Paper Format, In-Text Citations, Works Cited Page, etc.**

As mentioned above, improper citations will result in life impacting consequences. While this warning will be on most major assignments, any written essays, presentation slides, etc. without a proper MLA format, in-text citations, and/or Works Cited Page will be **automatically late and be entered into Jupiter as "missing."** **Papers with multiple MLA format mistakes will also be "missing."** Because the paper is "missing," the lateness policy will start as well (10% to 40%). Students who lack confidence with MLA Format/Citations should visit Purdue University's Online Writing Lab for assistance. Students should also ask their English teachers.

Purdue Owl (MLA):

[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_and\\_style\\_guide.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html)

## **Communication out of class**

Students and parents can reach me via Jupiter message. I will respond to messages in a timely manner. I cannot guarantee an immediate response to messages after 9 PM and Friday night to Sunday night. If urgent, please contact me throughout the week as much as possible. I prefer that students not contact me via Hangouts unless it is urgent or a quick question that pops up during

the school day. **I will not respond to emails that lack professionalism.** I receive a lot of unprofessional emails even from people who work in the “real world” - save my sanity, please!

### **Language in Primary Sources**

In AP US History, students will handle primary sources in order to understand certain events and trends in history. In order for students to genuinely understand these events or trends, students will handle sources that include racial slurs towards certain groups of individuals more frequently than the regular US History course. It is my desire for students to wrestle with different perspectives from different timeframes. Even if certain sources use certain words, this does not provide permission for students to use such words. **I will not tolerate any words of hate towards any groups of people** in my classroom and in/out of the classroom.

### **In the case of online schooling...**

In order to secure a smooth course experience, the teacher will be posting all materials on Google Classroom (other than quizzes/tests). Student work should be submitted in a timely manner. Please note that the AP US History Course will mainly revolve around active discussion and debate. Students who decide to conduct online school will still be required to join classes via video call during normal classroom hours. In the case we go online, students should expect to join classes via Google Meets or Zoom (I will notify the students if this becomes a necessity).

When meeting via Google Meets or Zoom, I expect students to join with their cameras on. Students who fail to meet this expectation may see a lower grade for their participation grade. **If there are concerns with privacy, please contact me at the beginning of the year.**

### **By the end of this course, you will BE ABLE TO...**

- Apply skills and strategies appropriate for reading nonfiction texts
- Read, understand, and analyze primary and secondary source documents
- Write with clarity, logic, validity, and effectiveness
- Respond to document-based questions and essay prompts with clarity and accuracy using the documents as your main source of support
- Make connections between the world we live in and the class themes
- Understand the importance and benefits of studying history
- Connect God's world with God's Word

### **Semester Layout: Topics and Activities**

Students should expect to review all 9 Units from August to May. Content after the AP Test will focus on America Post-9/11 (Unit 9 material). Students will read their textbooks and additional resources assigned by the teacher in order to further understand content. Students should expect frequent discussions/debate and writing/reading in and out of class. In addition to class material, students are advised to consistently review the material in preparation for the AP exam.

At the end of each unit or key concepts, Personal Progress Checks will be provided in class or as homework assignments in AP Classroom. These questions will be a great way to confirm that you understand the concepts discussed in class and to prepare for the AP U.S. History exam.

### **What are my goals for you...**

- 1.12.a Identify and evaluate long-term changes, enduring influences, and recurring patterns in world history
- 1.12f Perform analyses of quantitative historical data
- 1.12g Evaluate historians' interpretations of the past using a variety of sources.
- 2.12a Analyze the causes and effects of alliances and multinational organizations
- 2.12b Analyze how cooperation and conflict influence political, economic, and social conditions
- 3.12d Evaluate the impact of migration on the structure of societies
- 3.12e Evaluate the relationship between human societies and the environment

- 3.12g Assess the impact of cultural diffusion (globalization) on societies in different parts of the world
- 4.12h Explain the developments that have weakened confidence in modern science
- 4.12j Evaluate religious characteristics of non-religious belief systems
- 4.12.k Examine the epistemological complexities of the postmodern age.
- 5.12a Explain how sociological circumstances influence the individual's perceptions of and reactions to the world
- 6.12.a Explain the roots and historical development of contemporary political systems
- 6.12b Evaluate strengths and weaknesses of various kinds of political philosophies and ideologies
- 6.12.g Describe major responsibilities of political institutions for domestic/foreign policy.
- 6.12.h Examine the wide range of influences on policy makers.
- 6.12.k Examine the role of voluntary, community and non- governmental groups in society and their relationship to the functions of political organizations.
- 6.12.l Evaluate functions and responsibilities of, and challenges to, leadership.
- 6.12.m Compare and contrast the role of citizens in various forms of governance.
- 7.12c Analyze ways in which trade has contributed to change in selected societies or civilizations
- 7.12g Evaluate the major economic systems

In addition to the above goals, it is my desire that you learn the importance of studying history. It is common to view history as a discipline that revolves around memorization. Although AP US History requires memorization, it is my desire that all of us can discuss and learn why we study history and how we should approach the past. For example, what is a "proper" historical approach? How often is history a story we tell ourselves about who we think we are and what are the dangers of such an approach? I also desire to discuss how we can approach the past from a Christian perspective as well. For example, what does it mean to honor and love God and to love our neighbors through the study of history? (Matthew 22.37, 39)

I look forward to all the discussion we'll have throughout the year. I'm really excited to learn about US History and the discipline of history with all of you!

### **About the Teacher...**

My name is Daniel Claxton. I have a B.A. in History and International Relations from Wheaton College, Illinois, a M.P.P. from GraSPP, The University of Tokyo and M.I.S. from GSIS, Seoul National University. This is my fifth year at OCSI. I am extremely excited that we get to study US History together and discuss the importance of studying history. I look forward to meeting all of you and learning together.

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My child and I have read the syllabus and fully understand **Mr. Claxton's:**

- Class Expectations including equipments and food/drink policy
- Grading Policies
- Late Work Penalty
- Homework Policy, i.e. absence and fragment
- Classroom Culture of Respect and Communication In and Out of Class
- Consequences of Plagiarism and Use of AI Technology
- MLA Citation Requirements and Consequences
- Position related to Primary Sources, i.e. language
- Necessity of joining video meetings with their cameras on (in case of online school)

Student's Name (Print) \_\_\_\_\_ Parent's Name (Print) \_\_\_\_\_

Student's Signature & Date \_\_\_\_\_ Parent's Signature & Date \_\_\_\_\_