**Course Policies and Expectations**

Jordan Boyd, SP18 Advanced Placement United States History

*www.boyd517.weebly.com*

**Procedures:**

**1. You will bring writing utensils, notebook paper, your APUSH notebook (with all class notes and assignments), your charged MacBook, and other pertinent materials each day.** You’ll begin class by finding your seat and preparing for the Bellringer.

**2. Expect a short quiz once a week.** Quizzes will not be designed to trick you, test your memory of tiny details, or tank your grade, but to show me how much you have learned from the reading and class activities and how prepared you are to answer questions using that content on the AP exam in May. Quizzes consist of AP-style multiple choice questions, which we’ll discuss in detail in class.

**3. I do not accept late work.** Talk to me before an assignment is due if you need an extension or have any questions.  I will work with you individually to ensure you meet success, but I can’t help you if I don’t know you need help. Extenuating circumstances will be met on a case-by-case basis.

**4. I dismiss the class, not the bell.** Students are to remain seated until I dismiss class. There is no waiting by the door in Boyd’s classes.

**5. If you miss class, it is your responsibility to first check the web site (www.boyd517.weebly.com) for what we did, and then come see me to receive make-up work if necessary.**If I tell you to come back after class or after school, make sure you do so.

**Rules:**
**1. You will not use your cell phone or personal music device during class (from bell to bell) unless it has a specific purpose within our lesson.** Don’t make me implement the Sparkly Bag of Shame.

**2. If you have to sharpen your pencil or ask to use the restroom during class, please do so when I am not giving instruction.**  Doing it while I’m speaking is not polite.

**3. Plagiarism is not tolerated.** I stand by the FSHS Handbook statement on Academic Dishonesty (pg. 39). You are responsible for knowing and adhering to this policy. See me for additional clarification, or if you’re not sure what constitutes plagiarism.

**4. Detentions of 15 or 30 minutes will be assigned if necessary for tardies, behavior problems, or other infractions, according to building policy.** Detentions will be served in Boyd’s room and will most likely consist of cleaning.

**5. Last but not least, I expect each of my students to be respectful, hardworking, and responsible.** This means being quiet while I am speaking, treating each other with kindness, and giving this class your full attention and effort during the hour.  It means that you will follow the student handbook guidelines on attendance, tardies, and behavior expectations. It also means that you are ultimately in charge of your learning.  I cannot do your thinking for you.  Learning is an active process, and I expect your complete engagement!

**About the Advanced Placement program:**

This is an Advanced Placement course. Rigor at the AP level approaches the college freshman experience. At the end of this course, you have the option of paying to take the AP test. (Students who qualify for free or reduced lunch may take the exam free of charge! See me or your counselor with questions.) The AP test is at 8 a.m. on May 11, 2018 and costs $95. We will discuss the particulars of the exam throughout the course, and you can also find this information on our class site. You will sign up for the exam later in the semester.

If you score a three or greater (on a scale of five), your college of choice may excuse you from up to six hours of college credit. This could save you almost $2000, depending on the price of hours at your college of choice. That could buy all your textbooks for two years, almost 200 pizzas from Pickleman’s, or two vacations to Cancun for Spring Break. Save this money while you can! Be sure to speak with your counselor to see exactly how your college works with the AP test; some colleges require different scores or excuse different numbers of credits.

Furthermore, AP classes show admissions offices that you are the kind of student who enjoys intellectually challenging classes, and you have the focus and determination that AP classes require, **even if you don’t score well on the AP exam or achieve an A in the course.**

In case you can’t tell, I highly encourage EVERYONE to take the AP test! Unless you’re going into the military or already have all the social studies AP credit you need, I’m going to be pushy about signing you up. Students who do not sit the exam in May will take a full-length, comprehensive AP exam over the course of a week during class time instead, unless there are extenuating circumstances.

**About this course:**

* I will maintain a web site with our class syllabus/schedule, assignments, and resources.
* 80% of your grade is Assessment, and 20% is Assignment. There is no further breakdown.
* There is no exam retake policy.
* Students are expected to keep up with the reading schedule. See details below.
* Some tests/assignments will reflect the AP format, to help prepare students for the exam in May. Students may expect around two tests per quarter (see schedule below). Other assignments will be activity and project based. Weekly reading quizzes are also part of the class expectations.
* Students can expect to write frequently. The ability to write—really, to organize thoughts, effectively support arguments with evidence, and draw and apply meaningful conclusions—is one of the most important skills that college professors and employers want you to have, and the AP test is writing-heavy.
* This class will be hard. It will also be worth every minute of your time.

**My schedule:**

By 7:50 – Room 517 (my home base)

1st—Modern World History

2nd—APUSH

3rd—Modern World History

4th—Plan in 507

5th—APUSH

6th—AVID in Room 217

7th—Modern World History

Until 3:50 – Room 517

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| **APUSH 2017-2018 Reading and Exam Schedule** |
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| ***Week*** | ***Chapter*** | ***Quiz/Exam*** |
| Jan 4-5 | - | - |
| Jan 8-12 | 17 | Quiz |
| Jan 15-19 | 18 | Quiz |
| Jan 22-26 | 19 | Quiz |
| Jan 29-Feb 2 | 20 | Period 6 Exam |
| Feb 5-9 | 21 | Quiz |
| Feb 12-16 | 22 | Quiz |
| Feb 19-23 | 23 | Quiz |
| Feb 26-Mar 2 | 24 | Period 7 Exam |
| Mar 5-9 | 25 | Quiz |
| Mar 12-16 | 26 | Quiz |
| Mar 19-23\* | - | *Alt. assignment* |
| Mar 26-30 | 27 | Quiz |
| Apr 2-6 | 28 | Quiz |
| Apr 9-13 | 29 | Period 8 Exam |
| Apr 16-20 | 30 | Quiz |
| Apr 23-27 | 31 | Period 9 Exam |
| Apr 30-May 4 | - | - |
| May 7-11 | **AP EXAM: MAY 11, 8 A.M.!** |

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**The ability to read and digest college-level texts is one outcome of any successful Advanced Placement-level course.** Because of the volume of content and skills we must cover, students will be responsible for reading and taking notes outside of class. (Further instruction on note-taking expectations will occur in class and be posted to the web site.) Students can expect quizzes and the AP test to cover items that we do not discuss in class; again, this is a feature of any AP-level course. Students are expected to complete each week’s readings before the last day of class that week, usually Friday. Students who are absent that last day will take a make-up quiz the following Monday during class while everyone else reviews their quiz grades. There are no exceptions, unless the student is absent on Monday or arrangements are made prior to Monday.

I would be happy to arrange after-school reading groups if students wish, and I am always available if students have questions or concerns over material! I would also be happy to look at how students take notes or organize their binders and give feedback.

**I reserve the right to make reasonable changes to any and all class policies. Changes to this (or any other) policies will be announced in class and displayed on the class web site.**

*January 4, 2018*

Dear AP parents,

 My name is Jordan Boyd, and I will be your student’s Advanced Placement United States History teacher for Spring 2018. I would like to introduce myself and explain my approach to teaching and learning.

 I am the oldest of five sisters, so I grew used to being a leader early in life (whether my sisters liked it or not). I am also a first-generation college graduate. During the summer I volunteer with Camp Quest Kansas City as Director of the Leadership Track. Outside of school and work, I enjoy reading, baking, working out, talking about history to anyone who will listen, and hanging out with friends and family.

I am a native Kansan, but I spent a few years in Arizona when I was growing up. I graduated from Seaman High School in Topeka in May 2008. I attended the University of Kansas as a Watkins-Berger Scholar, and I graduated with a double major in history and anthropology in May 2012. I obtained my license in secondary history education from Washburn University in Topeka in May 2014. While at Washburn I was awarded the Outstanding Secondary Student Teacher award, and I also received a Recognition of Excellence Award for the Social Studies Praxis content exam. During my second year at Free State, I was a State-level recipient of the Kansas Horizon Award Program for new educators. I am currently a board member for the Kansas Council for History Education, and I recently began work toward a Master’s Degree in history. I am also a co-sponsor of the Free State Gender and Sexuality Alliance, along with Scott Ireland. Overall, I am loving my fourth year of teaching!

Based on feedback from previous semesters, I will incorporate more hands-on or group-based activities this year. Because this is AP-level, your student is also expected to read and take effective notes outside of class. This is a feature common to AP and college courses alike. Regarding classroom management, I maintain authority by fairly and consistently applying classroom procedures, rules, and standards. I enjoy sharing and forming relationships with students on a human level. I also take care to demonstrate respect and compassion for all students. Through these actions, I keep students’ well-being and learning as my number one priority, and this creates harmony within the classroom.

On an average day, students can expect to enter the classroom and complete a Bellringer Activity to review past ideas or introduce new ones. Then, I will introduce the day’s lesson, either an in-class activity or a content-based lecture. At the end of the period, the class will regroup. We will review the day’s work and preview the next lesson. Your student will individually be held to high and appropriate academic standards throughout this process.

Ultimately, I make my students do history as much as possible. Students learn how to work individually and in groups, experience the task of a historian in a supportive and positive environment, and practice using content knowledge as well as skills such as critical thinking, document analysis, synthesis and evaluation of ideas, inquisitiveness, and creativity. I also hope they truly appreciate this subject in all its wisdom and richness, so they can be intentional in their actions as citizens and maximize their own contributions to our history. This class is worth so much more than a score on an exam in May.

You and your student may contact me at jboyd@usd497.org, view my web site at www.boyd517.weebly.com, or you may see me before or after school if you have any questions or concerns. Thank you, and I am looking forward to a productive and fun semester with your student!

Sincerely,

Jordan Boyd

***Detach and hand in by Jan. 11***

**I, as parent/guardian of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, certify that I have read this syllabus and will support my student as they complete these steps toward AP success. I also understand that taking the exam in May could exempt my student from future college credits or requirements.

Printed name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*name of young historian*