

AP US History

KC Perley

Contact Information

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Course website: <https://sites.google.com/corvallis.k12.or.us/perley/apush>

Course Description

AP US History covers all of US History, from Native American civilization before 1491 to the present day, roughly two to three years before the exam year. Thus, students will be expected to know everything from Mesoamerican maize cultivation and European genocidal conquest through to the 2016 Election (rarely do I see questions actually about the 2010s, but it is still important to talk about!). Other than historical content, the APUSH course and exam also require students to develop [Historical Thinking Skills and Reasoning Processes](#).

This is all demonstrated on the AP exam by answering 55 stimulus-based multiple-choice questions (MCQs), writing three (3) Short Answer Questions (SAQs), one (1) Long Essay Question (LEQ), and one (1) Document-Based Question (DBQ). The AP US History exam is one of the most rigorous AP courses and exams due to the level of content covered and the exam's difficulty. It is a Herculean task and a worthy endeavor for all students!

Course Standards

The course utilizes the [AP US History Course and Exam Description](#), which outlines all major topics to cover during the course.

Please see [Historical Thinking Skills and Reasoning Processes](#) for specific information on Historical Thinking, Reasoning, and writing skills.

By the end of this course, students will know a considerable amount of US History (more than the common person will know). They will also read, write, and think at a much greater and more critical level.

Instructional Activities

Students will spend part of their time in a traditional lecture/discussion-type of classroom environment. Outside resources will be used to support learning whenever possible. Students will also have numerous small group opportunities. Writing and low-risk speaking-based projects will be given. We will also have a couple of opportunities for artistic expression.

Grading Policy

Grades are based on quizzes and tests, essays, and other assessments. Only summative work is graded.

Ten percent of the grade is based on DCA points — [Dynamic Content Assessment](#). This involves regular informal opportunities to demonstrate mastery of the content.

The grading scale is the standard scale, and students can earn an A, B, C, D, or F.

Reassessment/Replacement Credit Policies

- [Reassessment Policy](#)
- [Replacement Credit](#)

Attendance Policy

Regular attendance is essential for success in this class, including the days before Winter Break and Spring Break.

If you know in advance that you will miss class, e.g., for an athletic event, a field trip, or a doctor's appointment, communicate with your instructor before you go to pick up assignments and arrange for making up quizzes and handing in completed work.

Tardy Policy

Tardiness will be monitored in this class. If students are late, they should go to the attendance office to pick up an attendance slip. Tardies will be addressed per school guidelines.

Make-Up Work

If you are absent, check [the Absence page](#) on the class website for the day's materials and assignments.

The best times to make up in-class assessments are before school (doors unlock at 7:45), lunch, during my 7th period (my prep), or after school on Mondays, Wednesdays, and Fridays. **It's best to check in with me *before* making up an assessment;** my after-school schedule changes sporadically throughout the year, and I cannot guarantee availability after school all the time.

Due Dates

Due dates for assignments are on Canvas.

Late-Work Policy

For work to receive full credit, it must be turned in at the ***beginning*** of the period on the due date.

Any work submitted after this deadline will be considered late. You can receive up to 90% of the points possible for work turned in **two class days late. After this, you have one week from the original due date to earn up to 50%.**

Note: There will be times when the schedule does not look like the example below, such as weather cancellations, conferences, etc. Keep in mind you will *always* get two class days to earn 90%. However, late work will not be accepted eight calendar days after the original due date.

Here is an example:

Monday (ALL)	Tuesday (Odd)	Wednesday	Thursday	Friday
Assignment DUE - worth up to 100%	First class day late (worth up to 90%)	Worth up to 90%	Second class day late (worth up to 90%)	Worth up to 50%
Monday (ALL)	Tuesday (Odd)			
ONE WEEK - Last day to submit late assignment (worth up to 50%)	NO late work beyond eight calendar days.			

If you are absent and miss a due date or an in-class assessment, you will have one week to make up the work or communicate with me about scheduling a make-up time/date. **After one week, the late work policy goes into effect.**

Please communicate with me *before* the due date to request an extension. I'm generally rather accommodating as long as students communicate beforehand. If you do your best to communicate, I promise I will do my best to understand.

Academic Integrity

Academic integrity is essential to maintaining a fair, honest, and productive learning environment. Students are expected to submit work that reflects their own knowledge, ideas, and effort.

Acts of academic dishonesty include, but are not limited to:

- Giving or receiving unauthorized access to another student's work.
- Reproducing, reformatting, or paraphrasing the work of others without proper acknowledgment (plagiarism).
- Using generative artificial intelligence (AI), such as ChatGPT or Gemini, unless explicitly permitted for a specific assignment.
- Using or sharing prohibited study aids, notes, or materials on tests or assignments.

- Modifying or resubmitting work without teacher approval.
- Collaborating on assignments that are designated as individual work.

Generative AI in this Course

While AI has many exciting uses, this class values personal learning, creativity, and ethical engagement. Unless I specify otherwise for a particular assignment, the use of generative AI tools (including ChatGPT, Gemini, or image-generating programs) is not allowed. Any limited, teacher-directed use should not be interpreted as blanket permission to use these tools in this or other courses.

Specifically for AP U.S. History, generative AI is not an effective tool for essay writing. AP-level essays require critical thinking, evidence-based analysis, and structured argumentation that AI programs cannot produce reliably. It will be clear if a student attempts to submit AI-generated work.

Expectations for Writing and Submission

- I strongly recommend that you use Google Docs for drafting and submitting written work, as it automatically records version history.
- If you prefer another word processor, ensure it has version history enabled. Please note that typing in Word or Pages and then copying into Google Docs without version history may raise concerns.

Consequences for Violations

Violations of this policy will be addressed in alignment with the [CSD Academic Integrity Policy](#). Consequences will depend on the severity of the violation and may include:

- Loss of credit or reduction in grade on the assignment.
- Retake opportunities (usually capped at 80%).
- More severe disciplinary measures for repeated or serious violations, as determined by the instructor and/or administration.

Resources

- [CSD Academic Integrity Policy](#)
- [Avoiding Plagiarism Guide](#)
 - Pay close attention when the guide discusses “common knowledge.”

By following these guidelines, we uphold the principles of honesty, fairness, and respect that allow everyone to grow and succeed.

Classroom Behavior Expectations

Classroom expectations are as follows: demonstrate respect for yourself, your peers, the teacher, and the classroom. All school behavior standards outlined in the [student handbook](#) apply in this class as well. Students will also (*hopefully...*) take ownership of their learning and hold each other accountable. In addition, please follow these additional expectations in my classroom:

- Cell phones, earphones, and smartwatches need to be put away at all times during the school day. This is a state/district policy.
 - [More information about the Cell-Phone Free Spaces in High Schools - 2025](#)
- No eating in class, please.
- Drinks are okay, but if you spill anything, clean up after yourself.

Student Conduct

Students are responsible for conducting themselves properly, in accordance with the policies of the district and the lawful direction of staff. We have high behavioral expectations for Crescent Valley High School students while in the school building or in a remote setting. It is our desire to teach and shape appropriate behaviors. Sometimes, consequences must be assigned to support these processes. Access [School Board Policy JFC/JG, Student Conduct, and Discipline](#) for additional information on student conduct. More information can be found in the [CSD Student Parent Handbook](#).

Miscellaneous Course Policies

- [AP Exam Grade Change](#)
- [CollegeNow Credit for AP US History](#) - APUSH is worth up to 12 college credits!

Contact and Communication Information

- **Google Chat** is a fast way to communicate with me. I may respond within a couple of hours.
- **Gmail and Canvas Email** are also pretty quick ways to get in touch with me. I can typically reply within 24-48 hours (this does not include weekends). My school email is kc.perley@corvallis.k12.or.us.
- **School Telephone Number: 541-766-4897**

Teacher's Right to Disconnect - [Check out this reading!](#)

The pandemic had a profound impact on K-12 education, but arguably one of the greatest effects was the perception that educators are readily available all the time. Contrary to popular belief, I am still only one person. I have other professional and personal commitments, so I may not reply to your midnight emails the following morning. More specifically:

- I probably won't respond to Google Chats or emails after 6:00 pm.
- I will not be answering emails from Friday afternoon through Sunday afternoon. I may respond to emails on Saturdays when at a speech and debate tournament.
- I will do my best to send out regular newsletters to parents containing important class updates.

Students: After reading the above Syllabus for AP US History, please complete [this Google Form](#) to act as a “signature.”

Parents/guardians: Please email me directly *if* you have any questions or concerns regarding the syllabus, the course, or your student's access to school/learning this year.