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## **COURSE NAME: AP US History (DMACC 151/152)**

### **INTRODUCTION/COURSE DESCRIPTION**

A yearlong, advanced survey of the main themes of American history from the Precolonial period to the present, with emphasis on the political, social, cultural, and economic aspects and processes of the different eras. Curriculum is aligned with the recommended Advanced Placement curriculum and will prepare students to take the AP US History test in the Spring, which will be a required part of the class. Students will be enrolled in and receive credit for two DMACC concurrent enrollment courses (HIS 150 and 153) as part of participating in the class (no extra work required).

### **ESSENTIAL LEARNING OUTCOMES**

All US History content, reading, and writing standards will be covered. ([link](#))

### **SUPPLIES/TEXTBOOK**

- Eric Foner, *Give Me Liberty!: An American History*, 6th edition (2020)
- Textual primary sources from *Voices of Freedom: A Documentary History*, edited by Eric Foner, 6th edition (2020)
- Assorted secondary sources, such as excerpts from:
  - Brian Roberts, *Blackface Nation: Race, Reform, and Identity in American Popular Culture, 1812-1925*, 2017
  - *Cultures of United States Imperialism*, edited by Amy Kaplan and Donald Pease, 1994
- Assorted online resources, such as:
  - Gilder-Lehrman AP US History primary and secondary sources ([link](#))
  - Ultimate Review Packet materials
  - Crash Course videos
  - Other online primary sources, such as:
    - Map of Slave Population Distribution ([link](#))
    - Graph of Income Inequality by Race/Ethnicity in US ([link](#))
    - Visual art from North America (precontact-present) ([link](#))

### **COURSE OUTLINE**

The course will follow the College Board's unit/periodization structure:

- Semester One: Unit 1: Period 1, 1491–1607; Unit 2: Period 2, 1607–1754; Unit 3: Period 3, 1754–1800; Unit 4: Period 4, 1800–1848; Unit 5: Period 5, 1844–1877;



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- Semester Two: Unit 6: Period 6, 1865–1898; Unit 7: Period 7, 1890–1945; Unit 8: Period 8, 1945–1980; Unit 9: Period 9, 1980–Present
  - 1 Month of Review
  - **Test Date: May 9th, 2025**
  - 2-3 Weeks of Review/Reflection

### **8 KEY THEMES**

There are 8 key themes in the AP test, which will structure this course. The following are examples of how students will engage with these themes:

- American and National Identity: (Unit 3) Students will engage with primary sources from the Revolutionary era to identify arguments around American identity at that time.
- Work, Exchange, and Technology: (Unit 4) Students will use an excerpt from Roberts' *Blackface Nation* to discuss the role of race, gender, and class in patterns of early industrialization.
- Geography and the Environment: (Unit 5) Students will use their Foner textbook to summarize and explain the effects of Western expansion on the Western environment and Eastern urbanization
- Migration and Settlement: (Unit 6) Students will use a podcast on the Dakota War of 1862 to discuss the politics and effects of American occupation of the midwest during the 1800s.
- Politics and Power: (Unit 8) Students will use chatbots to explore additional resources they could use to understand specific social justice movements of the mid-20th century.
- America in the World: (Unit 8) Students will use primary sources from Cold War figures (Eisenhower, Ho Chi Minh, McCarthy) in an online discussion board focused on how ideology affected American politics (foreign and domestic) during the Cold War
- American and Regional Culture: (Unit 2) Students will use their Foner textbook to summarize the differences between the Northern and Southern British American colonies
- Social Structures: (Unit 4) Students will watch a video on the ideologies and economic patterns that contributed to the rise and importance of slave-based agriculture in the US.

### **6 KEY SKILLS**

There are 6 key skills students will use in the AP test, which will structure this course. The following are examples of how students will develop those skills:



- Developments and Processes: (Unit 8) Students will read a newspaper article on the legacy of the 1965 Immigration Act and Nationality Act on modern immigration patterns and use a discussion board to argue for both positive and negative effects.
- Sourcing and Situation: (Unit 2) Students will identify the point of view, purpose, or historical situation for at least 6 primary sources from a selection to make an argument in relation to a prompt about how English culture, politics, and social institutions affected colonization of North America
- Claims and Evidence in Sources: (Unit 6) Students will explain how additional knowledge can support or refute arguments made in primary sources from the Gilded Age discussing rising economic inequality.
- Contextualization: (Unit 7) Students will use Rafael's "White Love" article to explain how he argues the US's occupation of the Philippines should be understood in relation to American cultural and political assumptions.
- Making Connections: (Unit 3) Students will make arguments about how Revolutionary ideals of freedom and equality affect multiple political perspectives in the modern day.
- Argumentation: (Unit 4) Students will use the primary sources in the module to write an essay that discusses how changes during the Market Revolution contributed to ideologies of progress and individualism.

### **CLASSROOM EXPECTATIONS**

This is a four-year college course, taught to highschoolers. Students are expected to do an extraordinary amount of reading and writing, compared to their other classes. They will learn and utilize college-level skills of description, analysis, evaluation, and argumentation. If you're on the tracks, make sure you're on the train. If you fall off, I'll help, but you will need to make a commitment to this course in order to succeed. I believe everyone can take this course and succeed, though different students will have different definitions of success.

### **GRADING SCALE**

**[Board Policy 505.5R]:** Academic marks are recorded as letter grades, denoting the following quality of work:

"A" is the grade of distinction and represents work of superior quality

"B" represents work of excellent quality

"C" represents work of average quality

"D" represents work regarded as passable, according to the minimum requirements of the course in effort and quality



"F" denotes failure to successfully complete the course and no academic credit is received.

All classes that students are enrolled in are figured into the GPA.

All classes (except for AP) will use the same grading scale. The grading scale is as follows:

A+ = 99-100% ↑	A = 93-98%	A- = 90-92%
B+ = 87-89%	B = 83-86%	B- = 80-82%
C+ = 77-79%	C = 73-76%	C- = 70-72%
D+ = 67-69%	D = 63-66%	D- = 60-62%    F = 59% ↓

\*AP courses will be weighted and use the following grading scale:

A = 4.5	A- = 4.17	B+ = 3.83
B = 3.5	B- = 3.17	C+ = 2.83
C = 2.5	C- = 2.17	D+ = 1.83
D = 1.5	D- = 1.17	

## **GRADING**

REMINDER: We use semester grading building wide. What this will look like, is that the semester will be worth 85% and the semester test will be worth 15%. Each department will have the autonomy to split up the 85% how they see fit on weighting of assessments, daily work, labs, etc.

## **Grade Post Dates**

**Semester 1:** September 24, October 24, November 25, and January 10

**Semester 2:** February 13, March 26, April 29, and May 30

## **LATE WORK**

Late work will be accepted up until the end of the essential learning outcome summative assessment (end of unit), and then no late work will be accepted for credit. There will be no penalty for late work until the essential learning outcome summative has been completed, indicating the end of the unit.

When a student is absent from school (whether the absence is excused or unexcused) he/she will be required to make up all work that was missed during the absence. Students shall receive full credit earned for school work made up due to absences and are expected to do so in a timely manner in order to not fall behind.



Similar to the late work policy, students will have until the essential learning outcome summative (end of unit) to turn in the work with no grade penalty.

### **RETAKE POLICY**

Students are expected to aim to perform well the first time on assessments. There are times when mastery hasn't been demonstrated due to a variety of reasons. Students choosing to retake must complete the process within one week (5 school days) of receiving back the graded assessment.

If a student wishes to retake, the student must initiate communication with the teacher, complete a retake form (*a form will be created for the building*), and schedule a time to do so. This can be completed during a study hall, a time arranged with the teacher, or before/after school with a teacher of that subject area. In order to qualify for a retake, all necessary work must be turned in prior to the original assessment (i.e. homework, study guides).

Students can retake an individual assessment only one time and are allowed four (4) retakes during the semester per class. Those students enrolled in DMACC and/or AP classes will follow the course syllabus. There will not be retakes allowed on semester exams for any class.

Note: There are some projects/assignments/assessments that may not qualify for a retake. This will be at the teacher's discretion.

### **W.I.N.**

The purpose of W.I.N. is to provide students with an opportunity for reteaching of specific concepts/skills, retaking assessments, and providing supplemental materials for the essential learning standard(s). Teachers will request students as needed, but students may also elect to go to a specific teacher during this time. Sign-up for W.I.N. takes place every day Tuesday through Friday from the beginning of 2nd period until 9:15 a.m.

### **ACADEMIC INTEGRITY**

All student learning is based on the understanding that everyone is thoughtfully engaged in academic tasks and respectful of the work of others. Academic integrity applies to all aspects of teaching and learning. Class assignments and assessments are tools to help students learn; grades show to what degree students achieve learning goals. Therefore, all assignments and assessments for which students receive grades should result from the student's own effort and understanding.



Behaviors that violate Bondurant-Farrar's standards for academic integrity include but are not limited to:

- **Plagiarizing work:** Whether the source material is from another student, the web or any other medium, students will not appropriate source material and pass it off as their own.
- **Sharing work or unauthorized collaboration:** Students will not aid or assist other students in any way on individually assigned tasks.
- **Cheating:** All traditional forms of cheating are also unacceptable. This includes behaviors such as capturing images of tests, communicating during exams, etc.
- **Falsifying Information:** Students will not change a grade assigned by a teacher electronically or in the teacher's grade book.

First offense:

- Student will be asked to complete an alternative assignment/assessment potentially under adult supervision
- Appropriate disciplinary actions will be assigned, including but not limited to detention, in-school suspension, parent communication/meeting, or other additional measures

Second offense:

- Student will receive no credit for the assignment/assessment
- Appropriate and potentially more serious disciplinary actions will be assigned, including but not limited to detention, in-school suspension, parent communication/meeting, or other additional measures

### **ELECTRONIC DEVICE POLICY**

Electronic devices such as cell phones, smart watches, headphones, and earbuds, not provided by the school, can cause disruption to the school environment and interfere with student learning. All electronic devices must be concealed during instructional time unless authorized by the classroom teacher for instructional purposes. Students are expected to refrain from using their devices for non-academic purposes. Misuse of devices include but are not limited to taking photos/video in the locker room or restroom, using a device to cheat, using a device to incite violence, using a device to bully, harass, threaten, or intimidate another person including a student or staff member, to disseminate inappropriate photos/videos or other restricted materia, etc.

Bondurant-Farrar High School assumes **NO RESPONSIBILITY** for the loss or theft of any electronic devices nor is it obligated to investigate any loss or theft. If you



are concerned about loss or theft, leave the device at home.

Violation of this rule can result in the following, including but not limited to: loss of school privileges, detention, in-school suspension, out-of-school suspension, application of the Good Conduct Rule penalties, or in severe cases, taken before the Board for purposes of expulsion. Depending on the severity of the misuse, local law enforcement may also be contacted.

**1st Offense:** Verbal warning and request to conceal device

**2nd Offense:** Minor referral, student places phone on teacher's desk and student will retrieve it at the end of class.

**3rd Offense:** Major referral (Insubordination), student will be asked to retrieve at the end of the day from the office.

**4th Offense:** Major referral (Insubordination), parent/guardian will be asked to pick up at the end of day from the office.

**Consequences for additional offenses will be determined by building administration.**