



COURSE NAME: Advanced American History

INTRODUCTION/COURSE DESCRIPTION

This course is designed to provide an opportunity for students who are looking to enrich their understanding of how the United States developed from post-Civil War times to the present. By studying how political, economic, social, and cultural forces have interacted with one another, the students will gain a better understanding of how the United States has risen to a position of power in the world and its role in the world today. Along the way, students learn how to engage with primary sources, graphs, charts, tables, and maps. Students who are interested in this course should be excited about American history, prepared to move at a faster pace, and dive deeper into certain topics such as life after the creation of the atomic bomb, tensions throughout the Gilded Age, and the impact of the Cold War on present day America.

ESSENTIAL LEARNING OUTCOMES (Broken down by grade post/semester)

Unit 1: Industrial Revolution

Was the rise of industry good for the United States?

What was it like to be an immigrant to the United States around the turn of the century?

Unit 2: Problems with the Industrial Revolution

What social, political, and environmental problems did Americans face?

Was the rise of industry good for American workers?

Unit 3: Progressivism

Who were the progressives, and how did they address problems?

Unit 4: Imperialism

Was American foreign policy during the 1800s motivated more by realism or idealism?

Why did the United States go to war against Spain in 1898, and why was the outcome significant?

Were U.S. interventions abroad between 1890 and 1917 motivated more by realism or idealism?

Unit 5: World War I

Was it in the national interest of the United States to stay neutral or declare war in 1917?

How was World War I different from previous wars?



How did Americans on the home front support or oppose World War I?
Should the United States have ratified or rejected the Treaty of Versailles?

Unit 6: Economic Boom or Bust: The Great Depression

How did social, economic, and religious tensions divide Americans during the Roaring Twenties?

What caused the most severe economic crisis in American history?

How did the federal government respond to the economic collapse that began in 1929?

How did ordinary Americans endure the hardships of the Great Depression?

_____end sem 1

Unit 7-World War 2

Could World War II have been prevented?

What kinds of opportunities and hardships did the war create for Americans at home and abroad?

What military strategies did the United States and its allies pursue to defeat the Axis.

Did the United States learn from past mistakes at the end of World War II?

Unit 8-Origins of the Cold War

How did the United States and the Soviet Union become Cold War adversaries?

Were the methods used by the United States to contain communism justified?

How did anxieties raised by the Cold War affect life in the United States?

How did President Kennedy's foreign and domestic policies impact the Cold War?

Why did the United States increase its military involvement in Vietnam?

Unit 9 Politics and Cultures of the 50's/60's

Why are the 1950s remembered as an age of affluence?

Why did poverty persist in the United States in an age of affluence?

Was John F. Kennedy a great president?

What is the proper role of government in shaping American society?

Unit 10-Civil Rights Movement

How did segregation affect American life in the postwar period?

How did civil rights activists advance the ideals of liberty, equality, and opportunity for African Americans?



How did civil rights activists change their strategies and goals in the 1960s and 1970s, and how successful were they in achieving racial equality?

Unit 11-The 70's

What lessons for Americans emerged from the Vietnam War?

What events influenced Richard Nixon's rise to and fall from power?

How should historians characterize the 1970s?

Unit 12-The 1980's

How did the Reagan Revolution impact the nation?

What were the effects of Ronald Reagan's and George H.W. Bush's foreign policy actions?

Unit 13-The 1990's

How have recent presidents tried to fulfill their domestic policy goals?

How well have U.S. foreign policy decisions met the challenges of the global age?

Unit 14-The 2000's

How does our nation define and debate progress as we work to preserve American ideals?

How did foreign policy affect our lives today?

SUPPLIES/TEXTBOOK

- Chromebook

- Pencil/Pen

- Notebook

- Highlighter

*Textbook provided online/classroom copy

CLASSROOM EXPECTATIONS

Follow the student handbook

Phone away during class time

Phone on my desk is a part of your bathroom pass

Golden Rule- Treat others the way you want to be treated

'Being Bondurant's BEST'

Be Respectful

Excellent Effort



Stay Safe
Take Responsibility
Contribute to/in class
Support peers
No foul language
Keep yourself and others safe

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. The social studies department splits



up the 85% the following way: 60% will go towards assessments and 25% will go towards assignments.

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.

ADDITIONAL INFO