



Dallas High School Home of the Dragons



Advanced Placement US History (Semester I) 2013 - 2014

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Office Hours: Tues-Thursday 3:00-3:30; M, W, Th, F 8:00-8:25am & additional times by arrangement.

Course Description:

Text: *Out of Many- A History of the American People* (5th ed. AP). John Faragher & Mary Jo Buhle *et. al.* (2007) Chapters 1-16.

Course Outline:

This course is a college level class that surveys Pre-Columbian to Civil War US/American History. In addition to high school credit, students will have the opportunity to earn college credit through the Advanced Placement program of the College Board. Students are strongly encouraged to take the College Board exam on Wednesday, May 14th for a charge of \$89 to earn college credit at those institutions which honor the AP exam. There are both federal and state reductions for AP Test Fees based on financial need. For more on this or to find out more about the AP program in general go to **apcentral.collegeboard.com** online.

The purpose of this class, in addition to knowledge acquisition and critical thought regarding our nation's history and present, is to prepare students for both college level history courses and for successful completion of the AP History test. Class discussions over assigned readings, lectures, group or individual presentations, videos, primary document analysis, essays, research, and historiography will all be utilized to best acclimate students to the college experience in a comprehensive manner.

The class's rigor is at a college level where expectations of reading load, essay, research quality and discussions far exceed those of other high school level courses. **It is imperative that students complete assigned readings and other assignments on time.** Classroom participation in discussions and group activities will also be crucial to the success of students.

	Unit Topic	Summative Assessment(s): Standards Assessed in Tests indicated in [brackets] below.
Unit 1:	Pre-Columbian/Colonial America	Chpt 1-3 Test (20 MC Qs), Chpt 4 Test (Essay), Chpt 5 Test (Essay) [Standards 1,2,3,28]
Unit 2:	Revolutionary America	Revolutionary Period Test (30 MC Qs), DBQ Essay [Standards 1-4; 26 & 28]
Unit 3:	Early Republic	Early Republic Test (20 MC Qs), DBQ Essay [Standards 1-4; 26 & 28]
Unit 4:	<i>Ante bellum</i> America	Chpt 10-14 Tests (10 MC Qs each), DBQ Essay [Standards 1-4; 26 & 28]
Unit 5:	Civil War	Civil War Test (30 MC, 5 Map IDs), DBQ Essay [Standards 1-4; 26 & 28]

Standards to Be Assessed:

Oregon Social Science Core Standards for History

1. Analyze and apply cause and effect relationships to a variety of historical issues, events, and problems.
2. Analyze and apply change and continuity relationships to a variety of historical issues, events, and problems
3. Construct, support, and refute interpretations of history using political, social, economic, and cultural perspectives by drawing from a variety of primary and secondary sources
4. Interpret historical perspectives through personal, local, state, tribal, national, and global narratives.

Oregon Social Science Core Standards for Social Science Analysis

26. Acquire, organize, analyze and evaluate information from primary and secondary sources.
28. Analyze characteristics, causes, and consequences of an event, issue, problem or phenomenon.

Career Related Learning Standards: Career-related learning standards (CRLS) are fundamental skills essential for success in employment, college, family, and community life. We have integrated the Personal Management standard from the CRLS into all courses at DHS. **This standard will be assessed and communicated independent of the academic grade.** It is included below and mainly includes behaviors that will be assessed in this course.

- **Personal Management Standard:** Exhibit appropriate work ethic and behaviors in school, community and workplace.
 - Students will identify tasks that need to be done and initiate action to complete the tasks.
 - Students will plan, organize and complete projects and assigned tasks on time, meeting agreed upon standards of quality.
 - Students will take responsibility for decisions and actions and anticipate consequences of decisions and actions.
 - Students will maintain regular attendance and be on time daily.
 - Students will maintain appropriate interactions with colleagues.

GRADING & ASSESSMENT

Student's final grade will be based on the following two categories:

1) **Academics:** based on assessments, tests, projects and performances that measure learning. **No retakes on AP US History assessments.**

2) **Personal Management:** based on homework completion, practice, attendance, meeting deadlines, and other factors important to employers.

Homework and in-class practice will be included in the Personal Management grade (PM).

Both category grades will contribute to the final grade. 75% of the GPA will be based on the Academic grade while 25% of the GPA will be based on the Personal Management grade.

Grades for Academic, Personal Management and Final Grades will use the following scale:

GPA's for Advanced Placement courses (AP) will be figured using the following scale:

A (5.0), A- (4.7), B+ (4.3), B (4.0), B- (3.7), C+ (3.3), C (3.0), C- (2.7), D+ (2.3), D (2.0), D- (1.7), F (0)

Grades for both Academic and Personal Management will be assigned using the following scale:

A (100-93%), A- (92-90%), B+ (89-87%), B (86-83%), B- (82-80%), C+ (79-77%), C (76-73%), C- (72-70%), D+ (69-67%), D (66-63%), D- (62-60%), F (59-0%)

Academic Integrity: We expect students to express academic integrity by doing their own work and properly documenting information gathered from other sources. Students who violate the principles of academic integrity will be subject to disciplinary consequences (see Insubordination section of the on-line student agenda).

Extra Credit: Extra credit is not offered, however students may be given additional opportunities to show mastery.

Cell Phones and Electronic Devices: Mobile phones are not to be in use or in open view within classrooms, restrooms, locker rooms, or during lockdown situations. Misuse of mobile phone or electronic device will lead to the following consequences:

- ☐ 1st offense - confiscated device is delivered to the main office and returned to the student at the end of the school day.
- ☐ 2nd offense - confiscated device is delivered to the main office where parent/guardian will be contacted to reclaim possession.
- ☐ 3rd offense – discipline referral for “insubordination”, parent contact, and student will no longer be allowed to have the device at school without administrator permission

Personal Communication Devices Board Policy:
<http://policy.osba.org/dallas/j/jfceb%20r%20g1.pdf>

Tardies and Unexcused Absences: Points will be given towards the Personal Management grade at the end of each grading period (9 weeks/18 weeks) for daily attendance and punctuality. Points will be deducted for each tardy and each unexcused absence in that 9-week grading period. Overly disruptive behavior may also result in loss of attendance points.

Parent Name:

Parent Signature:

Parent email Address:

Parent Phone:

Student Name:

Student Signature: