

# Dallas High School

## Home of the Dragons



### AP US History 2022-23

**Instructor(s):** Trent Schwartz

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**Email:** trent.schwartz@dsd2.org

**Office Hours:** 8:00am-8:25am M, W, Th, F & 3:30-4pm M, W, TH, F

#### **Course Description:**

**Text:** *Out of Many- A History of the American People (5th ed. AP)*. John Faragher & Mary Jo Buhle et. al. Chapters 1-31.

This course is recommended for college bound students. This course is a one-year analysis of United States history designed for the college-bound or highly motivated student. Students will be asked to read a large number of primary/secondary sources and write essays using them. The student will develop research, analysis, and writing skills that will serve as good preparation for college level work. Students who are successful on the Advanced Placement exam can earn up to one year of college credit. AP US History is a “weighted grade” course. A=5, B=4, C=3, D=2. See Grading Policy for more details

#### **Course Outline:**

This course is a college level class that surveys Pre-Columbian to 9/11/01 US 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 Friday, May 5th @ 8:00 am for a charge of \$97 to earn college credit at those institutions which honor the AP exam. The test consists of 3 short answer questions, 55 multiple choice stimulus response questions, 1 document based question essay, and 1 long essay. There are both federal and state reductions for AP Test Fees based on

financial need. In addition, Asst. Principal Shannon Ritter is the DHS AP Coordinator and can help further explain fee reduction qualifications.

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.

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.

The AP course has de-emphasizes massive content knowledge and rote memorization in favor of developing historical thinking skills, reasoning processes, and more broad-based thematic learning objectives outlined in the sections following. These historical thinking skills and thematic learning objectives will be developed throughout the course. In addition, the AP program has broken down American history into 9 chronological periods of study and created a Concept Outline for each of the 9 periods of study. This serves as the historical content portion of the course. A more detailed breakdown of the Historical Thinking Skills, Thematic Learning Objectives, Concept Outline, and Exam Description is contained in the [APUSH Course Outline 2020 packet](#). These are the skills and content on which students will be tested for college credit in May and will serve as the primary focus of our class.

In addition to taking the AP Exam in May to seek college credit student may also choose to enroll in History 201 (Pre-Columbian-1840 American History) during OIT's Fall Term, History 202 (1840-1899 American History) during OIT's Winter Term, and/or History 203 (1899-2001 US History) during OIT's Spring Term through Oregon Institute of Technology via Willamette Promise. Students may select to enroll in none, one, two, or all 3 OIT/Willamette Promise Courses. Students will pay a maximum of \$30 for all their Willamette Promise courses in a given school year making this a very nice deal financially for earning college credit. Students who qualify for free/reduced lunch may get a fee waiver from Willamette Promise to earn college credit for free. More details regarding Willamette Promise credit can be found on our course Canvas page.

## UNITS OF STUDY

**1- Pre-Columbian/Colonial America (up to 1754)**

**2- Revolutionary America & Early Republic (1754-1824)**

**3- Ante bellum American (1820-1850)**

**4- Civil War (1850-1865)**

**5- Reconstruction & The "New South" (1865-1900)**

**6-The West (1865-1900)**

**7- Gilded Age Industrialization (1865-1900)**

**8- Period 7 (1898-1945)**

**9-Early Cold War Unit Test (1945-1963)**

**10- Civil Rights Movement (1945-1968)**

**11- Vietnam Era**

**12- Nixon to Carter (1969-1981)**

**13- Period 9 (1980-2009)**

**Standards to Be Assessed:**

Class standard will align with AP US History Standards established by the College Board and found in the [APUSH Course Outline 2020 packet](#).

**Grading and Assessment:**

The following grading scales will be used to calculate a student's course grades and grade point average:

<b>Course Grades will be calculated using the following scale:</b>	<b>Grade Point Averages (GPAs) will be calculated using the following scale:</b>	<b>GPAs for Advanced Placement courses will be calculated using the following scale:</b>
<b>A 90-100%</b>	<b>A (4.0)</b>	<b>A (5.0)</b>
<b>B 80-89%</b>	<b>B (3.0)</b>	<b>B (4.0)</b>
<b>C 70-79%</b>	<b>C (2.0)</b>	<b>C (3.0)</b>
<b>D 60-69%</b>	<b>D (1.0)</b>	<b>D (2.0)</b>

<b>F 0-59%</b>	<b>F (0)</b>	<b>F (0)</b>
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### **Academic Integrity**

The faculty and administration of Dallas High School believe that honesty and integrity are personal attributes worth nurturing in our students. Because we value the educational and skill development opportunities provided by classroom assignments, research projects, tests, and credit recovery, we expect students to express academic integrity by doing their own work and properly documenting information gathered from other sources. Congruous with this belief is our resolve to handle those who violate the principles of academic integrity with stringent consequences as outlined in the [K-12 Code of Conduct](#).

### **Student Behavior and Expectations:**

Students are expected to demonstrate appropriate behavior in the classroom and contribute to a safe, positive, caring learning environment by cooperating; doing their best to achieve academic excellence; respecting themselves, others, and the environment; and conducting themselves in a safe manner at all times. Clearly defined behavioral expectations are consistent school-wide through the Dragon **PRIDE** acronym. We strive to teach our students to take **PRIDE** in themselves and the school by demonstrating: **Purpose, Respect, Integrity, Determination,** and **Empathy** at all times. For more information, please see the [Student/Parent Handbook](#).

### **Student Electronic Devices at Dallas High School:**

Students are allowed to possess personal electronic devices at school and at school-sponsored activities provided such devices are not used in any manner that may disrupt the learning environment, school-sponsored activities or violate Board policies, administrative regulations, school or classroom rules, or state and federal laws. Cell phone usage is **only** permitted during scheduled passing periods and lunch times. Students are not allowed to be on their phones in the hallways and other common areas during class time and cell phone usage in the bathrooms and locker rooms is prohibited **at all times**. Students must use a Chromebook or laptop to complete and submit coursework. Cell phones cannot be used for this purpose and can only be used during class time with express advance permission from the teacher.

### **Diversity**

Dallas School District #2 recognizes the diversity and worth of all individuals and groups and their roles in society. It is the policy for the Dallas School District #2 Board of Education that there will be no discrimination or harassment of individuals or groups on the grounds of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation in any educational programs, activities or employment.

## **Gender**

Dallas High School will be proactive in creating a school culture that respects and values all students and fosters understanding of gender identity within the school community. Such guidelines are intended to ensure a safe learning environment free of discrimination and harassment, and to promote the educational and social integration of transgender students. They do not anticipate every situation that may occur and the needs of each student will be assessed on a case-by-case basis.

## **AP US History- Schwartz**

**Parents:** Please keep the rest of the syllabus. By signing this form, you acknowledge that you have read and fully understood the expectations, rules, and standards associated with this course. If you have questions, please call 503-623-8336 or email using the email address provided in this document. This page is due back by Friday, September 17th to your student's teacher.

Parent Name:

Parent Signature:

Parent email Address:

Parent Phone:

Student Name:

Student Signature: