
COURSE DESCRIPTION

Advanced Placement United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in American history. This two-semester course prepares students for intermediate and advanced college courses with instruction equivalent to a full-year introductory college course, as well as preparing students to take the National Advanced Placement United States History exam in the month of May of each year. Students may earn college credit depending on the results of the examination.

A basic chronological approach with an emphasis on dominant themes or strands which permeate the history of the United States will be employed to survey history of the United States from the colonial period to the present time period. Students will assess historical materials and develop interpretations and conclusions for presentation in essay form. The general format of the class will include lecture/discussion, seminar discussion and audio-visual items.

Alignment to the Iowa Core in History Grades 11-12: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

COURSE STANDARDS

AP US History Learning Objectives

(http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/3501.html)

Iowa Core—Literacy Standards for History/Social Studies

(<https://iowacore.gov/iowa-core/subject/social-studies>)

ASSESSMENTS

Formative—these assessments are considered practice and will not count in your grade. Formative assessments will include practice essays, signal quizzes, class discussions, practice AP exams, short answer questions.

Quizzes—this assessment type is considered summative and will count in the grade. Quizzes will be administered at the end of a chapter and through the class Moodle site. Students will be given two attempts on the same quiz and the average of the two quizzes will result in the recorded score. Two types of quizzes will be given: content-based (factual quizzes with 10 questions over the textbook) and document-based (multiple choice questions based on documents related to the chapter).

Online Discussion Forum—this assessment will be used through Moodle and will be graded based on the rubric provided on the site. Questions will resemble the short answer format of the AP exam and will use elements of peer assessment as well as self-reflection.

Fishbowl Discussions—this assessment will be used approximately once a unit. These are graded large group discussions used to demonstrate the skills needed in an essay and the short answer portions of the AP exam

Unit Exam—this assessment is a summative, multi-part exam meant to demonstrate knowledge of the content as well as application of the historical thinking skills and course themes. Each exam will include content multiple choice and an application-based multiple choice. Some units will also include a graded essay portion using the AP approved rubrics for essays.

CONTENT

Unit 1: Colonial Beginnings (1491-1754)

- Periodization: Period 1 (1491-1607) and Period 2 (1607-1754)
- Essential Question: Compare and contrast the development and characteristics of the colonial regions.
- Text reading: Brinkley—chapters 1-3
- Thematic Review Questions:

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| American and National Identity (ID) | How did the identities of colonizing and indigenous American societies change as a result of contact in the Americas? What were the similarities and differences among the development of English, Spanish, Dutch, and French colonies in America? |
| Work, Exchange, and Technology (WXT) | How did the Columbian Exchange—the mutual transfer of material goods, commodities, animals, and diseases—affect interaction between Europeans and natives and among indigenous peoples in North America? How did the policy of mercantilism impact the development of the colonial regions? How did the system of slavery develop and impact the colonial regions? |
| Migration and Settlement (MS) | Where did different groups settle in the Americas (before contact) and how and why did they move to and within the Americas (after contact)? From where and why did various immigrant groups come to America and what impact they had on the colonial regions? |
| Politics and Power (POL) | How did Spain’s early entry into colonization in the Caribbean, Mexico, and South America shape European and American developments in this period? How did the colonial regions of Spain, France, and England compare in their control over their region? |
| America in the World (WOR) | How did European attempts to dominate the Americas shape relations between Native Americans, Europeans, and Africans? How did competition between European empires around the world affect relations among the various peoples in North America? |
| Geography and Environment (ENV) | How did pre-contact populations of North America relate to their environments? How did contact with Europeans and Africans change these relations in North America? How did colonial members interact with and change the environment while developing the regions? How and why did the English North American colonies develop into distinct regions? |
| Culture and Society (CUL) | How did cultural contact challenge the religious and other values systems of peoples from the Americas, Africa, and Europe? How did the ideas of the Enlightenment and Great Awakening impact the development of colonial culture? How did permanent colonization impact the development of trade, religion, intellectual life, and political institutions? |

- Assessment
 - Multiple Choice Chapter Quizzes: Content and Document
 - Multiple Choice Exam
 - Short Answer Essay--Answer (a), (b), and (c). (2015 Exam)
 - a) Briefly explain ONE important similarity between the British colonies in the Chesapeake region and the British colonies in New England in the period from 1607 to 1754.
 - b) Briefly explain ONE important difference between the British colonies in the Chesapeake region and the British colonies in New England in the period from 1607 to 1754.
 - c) Briefly explain ONE factor that accounts for the difference that you indicated in (b).

Unit 2: Revolutionary America

- Periodization: Period 3 (1754-1800)
- Essential Question: What were the causes of revolutionary events and how did the event impact the formation of the newly independent United States?
- Text reading: Brinkley—chapters 4-6
- Thematic Review Questions:

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| American and National Identity (ID) | How did different social group identities evolve during the revolutionary struggle? How did leaders of the new United States attempt to form a national identity? |
| Work, Exchange, and Technology (WXT) | How did the newly independent United States attempt to formulate a national economy? |
| Migration and Settlement (MS) | How did the revolutionary struggle and its aftermath reorient white and American Indian relations and affect subsequent population movements? |
| Politics and Power (POL) | How did the ideology behind the revolution affect power relationships between different ethnic, racial, and social groups? |
| America in the World (WOR) | How did the revolution become an international conflict involving competing European and American powers? How did the Founding Fathers and first two presidents outline a plan for future foreign relations? |
| Geography and Environment (ENV) | How did the geographical and environmental characteristics of regions opened up to white settlement after 1763 affect their subsequent development? |
| Culture and Society (CUL) | Why did the patriot cause spread so quickly among the colonists after 1763? How did the republican ideals of the revolutionary cause affect the nation’s political culture after independence? |

- Assessment
 - Multiple Choice Chapter Quizzes: Content and Document
 - Multiple Choice Exam
 - Long Essay Question— Some historians have argued that the writers of the Constitution were primarily motivated by economic interests. Support, modify, or refute this interpretation, providing specific evidence to justify your answer. (Causation) **Self-assessed*

Unit 3: New National Period

- Periodization: Period 4 (1800-1848)
- Essential Question: Analyze the success or failure of the United States to create a participatory democracy in the period 1800 to 1848.
- Text reading: Brinkley—chapters 7-12

• Thematic Review Questions:

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| American and National Identity (ID) | How did debates over American democratic culture and the proximity of many different cultures living in close contact affect changing definitions of national identity? |
| Work, Exchange, and Technology (WXT) | How did the growth of mass manufacturing in the rapidly urbanizing North affect definitions of and relationships between workers, and those for whom they worked? How did the continuing dominance of agriculture and the slave system affect southern social, political, and economic life? |
| Migration and Settlement (MS) | How did the continued movement of individuals and groups into, out of, and within the United States shape the development of new communities and the evolution of old communities? |
| Politics and Power (POL) | How did the growth of ideals of mass democracy, including such concerns as expanding suffrage, public education, abolitionism, and care for the needy affect political life and discourse? |
| America in the World (WOR) | How did the United States use diplomatic and economic means to project its power in the western hemisphere? How did foreign governments and individuals describe and react to the new American nation? |
| Geography and Environment (ENV) | How did environmental and geographic factors affect the development of sectional economics and identities? |
| Culture and Society (CUL) | How did the idea of democratization shape and reflect American arts, literature, ideals, and culture? |

• Assessment

- Multiple Choice Chapter Quizzes: Content and Document
- Multiple Choice Exam
- Long Essay Question— Some historians have argued that efforts to expand participatory democracy between 1800 and 1848 were largely successful. Support, modify, or refute this interpretation, providing specific evidence to justify your answer. (CCOT) ****Peer Reviewed****

Unit 4: Division, War, and Reconstruction

- Periodization: Period 5 (1844-1877)
- Essential Question: Evaluate the extent to which the Civil War and Reconstruction continued or changed American society.
- Text reading: Brinkley—chapters 13-15
- Thematic Review Questions:

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| American and National Identity (ID) | How did migration to the United States change popular ideas of American Identity and citizenship as well as regional and racial identities? How did the conflicts that led to the Civil War change popular ideas about national, regional, and racial identities throughout this period? |
| Work, Exchange, and Technology (WXT) | How did the maturing of northern manufacturing and the adherence of the South to an agricultural economy change the national economic system by 1877? |
| Migration and Settlement (MS) | How did the growth of mass migration to the United States and the railroad affect settlement patterns in cities and the West? |

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| Politics and Power (POL) | Why did attempts at compromise before the war fail to prevent the conflict? To what extent, and in what ways, did the Civil War and Reconstruction transform American political and social relationships? |
| America in the World (WOR) | How was the American conflict over slavery part of larger global events? |
| Geography and Environment (ENV) | How did the end of slavery and technological and military developments transform the environment and settlement patterns in the South and the West? |
| Culture and Society (CUL) | How did the doctrine of Manifest Destiny affect debates over territorial expansionism and the Mexican War? How did the Civil War struggle shape Americans' beliefs about equality, democracy, and national destiny? |

- Assessment
 - Multiple Choice Chapter Quizzes: Content and Document
 - Multiple Choice Exam
 - Long Essay Question—Some historians have argued that Reconstruction was largely a failure. Support, modify, or refute this interpretation, providing specific evidence to justify your answer. (CCOT)**Graded**

Unit 5: Gilded Age

- Periodization: Period 6 (1865-1898)
- Essential Question: Compare and contrast the reactions of social groups to the practices of the Gilded Age.
- Text reading: Brinkley—chapters 16-19 (first half)
- Thematic Review Questions:

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| American and National Identity (ID) | How did the rapid influx of immigrants from other parts of the world than northern and western Europe affect debates about American national identity? |
| Work, Exchange, and Technology (WXT) | How did technological and corporate innovations help to vastly increase industrial production? What was the impact of these innovations on the lives of working people? |
| Migration and Settlement (MS) | How and why did the sources of migration to the United States change dramatically during this period? |
| Politics and Power (POL) | How did the political culture of the Gilded Age reflect the emergence of new corporate power? How successful were the challenges to this power? Why did challenges to this power fail? |
| America in the World (WOR) | How did the search for new global markets affect American foreign policy and territorial ambitions? |
| Geography and Environment (ENV) | In what ways, and to what extent, was the West “opened” for further settlement through connection to eastern political, financial, and transportation systems? |
| Culture and Society (CUL) | How did artistic and intellectual movements both reflect and challenge the emerging corporate order? |

- Assessment
 - Multiple Choice Chapter Quizzes: Content and Document
 - Multiple Choice Exam
 - Long Essay Question—Compare the objectives and strategies of organized labor and the Populists for challenging the prevailing economic beliefs and practices of the Gilded Age. (Comparison) **Peer Reviewed**

Unit 6: Expansion and Progressivism (1890-1929)

- Periodization: Period 7 (1890-1945)
- Essential Question: Evaluate the causes and effects of imperialism and progressive reform.
- Text reading: Brinkley—chapters 19-22
- Thematic Review Questions:

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| American and National Identity (ID) | How did continuing debates over immigration and assimilation reflect changing ideals of national and ethnic identity? How did class identities change in this period? |
| Work, Exchange, and Technology (WXT) | How did movements for political and economic reform take shape in this period, and how effective were they in achieving their goals? |
| Migration and Settlement (MS) | Why did public attitudes towards immigration become negative during this time period? How and why did people migrate within the U.S. during this time period? |
| Politics and Power (POL) | How did reformist ideals change as they were taken up by reformers in different time periods? Why did opposition emerge to various reform programs? |
| America in the World (WOR) | Why did U.S. leaders decide to become involved in global conflicts such as the Spanish American War and World War I? How did debates over intervention reflect public views of America’s role in the world? |
| Geography and Environment (ENV) | Why did reformers seek for the government to wrest control of the environment and national resources from commercial interests? |
| Culture and Society (CUL) | How did “modern” cultural values evolve in response to developments in technology? How did debates over the role of women in American public life reflect changing social realities? |

- Assessment
 - Multiple Choice Chapter Quizzes: Content and Document
 - Multiple Choice Exam
 - Long Essay Question—Some historians have argued that supporters of Philippine and Latin American intervention at the turn of the 20th century were primarily motivated by economic interests. Support, modify, or refute this interpretation, providing specific evidence to justify your answer. (Causation)

Unit 7: Great Depression and World War II (1921-1945)

- Periodization: Period 7 (1890-1945)
- Essential Question: Analyze the governmental response to domestic and world crisis of the period.
- Text reading: Brinkley—chapters 23-26
- Thematic Review Questions:

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| American and National Identity (ID) | How did continuing debates over immigration and assimilation reflect changing ideals of national and ethnic identity? How did class identities change in this period? |
| Work, Exchange, and Technology (WXT) | How did movements for political and economic reform take shape in this period, and how effective were they in achieving their goals? |
| Migration and Settlement (MS) | Why did public attitudes towards immigration become negative during this time period? How and why did people migrate within the U.S. during this time period? |
| Politics and Power (POL) | How did reformist ideals change as they were taken up by reformers in different time periods? Why did opposition emerge to various reform programs? |
| America in the World (WOR) | Why did U.S. leaders decide to become involved in global conflicts such as World War II? How did debates over intervention reflect public views of America’s role in the world? |
| Geography and Environment (ENV) | Why did reformers seek for the government to wrest control of the environment and national resources from commercial interests? |
| Culture and Society (CUL) | How did “modern” cultural values evolve in response to developments in technology? How did debates over the role of women in American public life reflect changing social realities? |

- Assessment
 - Multiple Choice Chapter Quizzes: Content and Document
 - Multiple Choice Exam
 - Long Essay Question—Compare and contrast the influence of TWO of the following wars on postwar foreign policy (Comparison) **Graded**

Unit 8: Cold War and Global Power

- Periodization: Period 8 (1945-1980)
- Essential Question: Analyze the impact of the Cold War on domestic and foreign policies.
- Text reading: Brinkley—chapters 27-30
- Thematic Review Questions:

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| American and National Identity (ID) | How did the African-American Civil Rights movement affect the development of other movements based on asserting the rights of different groups in American society? How did American involvement in the Cold War affect debates over American national identity? |
| Work, Exchange, and Technology (WXT) | How did the rise of American manufacturing and global economic dominance in the years after World War II affect standards of living among and opportunities for different social groups? |

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| Migration and Settlement (MS) | How did the growth of migration to and within the United States influence demographic change and social attitudes in the nation? |
| Politics and Power (POL) | How did the changing fortunes of liberalism and conservatism in these years affect broader aspects of social and political power? |
| America in the World (WOR) | Why did Americans endorse a new engagement in international affairs during the Cold War? How did this belief change over time in response to particular events? |
| Geography and Environment (ENV) | Why did public concern about the state of the natural environment grow during this period, and what major changes in public policy did this create? |
| Culture and Society (CUL) | How did changes in popular culture reflect or cause changes in social attitudes? How did the reaction to these changes affect political and public debates? |

- Assessment
 - Multiple Choice Chapter Quizzes
 - Multiple Choice Exam
 - Long Essay Question: Analyze the impact of the Cold War on domestic policies from 1945-1980. (Causation) **Graded

Unit 9: Contemporary America

- Periodization: Period 9 (1980-Present)
- Essential Question: Analyze the impact the end of the Cold War had on the United States.
- Text reading: Brinkley—chapters 31-32
- Thematic Review Questions:

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| American and National Identity (ID) | How did demographic and economic changes in American society affect popular debates over American national identity? |
| Work, Exchange, and Technology (WXT) | How did the shift to a global economy affect American economic life? How did scientific and technological developments in these years change how Americans lived and worked? |
| Migration and Settlement (MS) | How did increased migration raise questions about American identity and affect the nation demographically, culturally, and politically? |
| Politics and Power (POL) | How successful were conservatives in achieving their goals? To what extent did liberalism remain influential politically and culturally? |
| America in the World (WOR) | How did the end of the Cold War affect American foreign policy? How did the terrorist attacks of September 11, 2001 impact America’s role in the world? |
| Geography and Environment (ENV) | How did debates over climate change and energy policy affect broader social and political movements? |

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| Culture and Society (CUL) | How did technological and scientific innovations in areas such as electronics, biology, medicine, and communications affect society, popular culture, and public discourse? How did a more demographically diverse population shape popular culture? |
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- Assessment
 - Multiple Choice Chapter Quizzes
 - Multiple Choice Exam
 - Long Essay Question: Analyze to what extent the end of the Cold War changed United States foreign policies from 1991-2016. (CCOT)

HISTORICAL THINKING SKILLS

These skills reflect those used by professional historians. Students are expected to use and work toward mastery of the skills while studying the time periods addressed by the AP U.S. History curriculum.

Analyzing Historical Sources and Evidence

- Primary sources: analyzing evidence—content and sourcing
- Secondary sources: interpretation

Making Historical Connections

- Comparison
- Contextualization
- Synthesis

Chronological Reasoning

- Causation
- Patterns of Continuity and Change over Time
- Periodization

Creating and Supporting an Argument

- Argumentation
- Using evidence to support an argument

INSTRUCTIONAL STRATEGIES

Cornell Notes—reading guide to be used with the text reading. It is an outline format based on the expectations of Cornell University.

Document-based Question (DBQ)—this is a format for essay writing which will be used for practice, added evidence, and graded essays. Students will be provided documents and will be expected to assess the documents looking for point of view, context, purpose, audience, etc. and then apply the documents to a specified question. In practice this will be accompanied by a DBQ planner, an outline preparing students to write an essay without the pressure of writing a whole essay.

Discussion Notes—a reading guide used to prepare for in class fishbowl discussions. These are graded large group discussions which focus on the content and the historical thinking skills.

Discussion Web—reading guide for primary source documents and secondary historical interpretation in which students will find evidence for both sides of an argument. A discussion will follow in class where students can use the evidence to defend their point of view.

Historical Sourcing Investigation (HSI)—a reading and discussion strategy focused on historical interpretation over time. Students will read various text entries from differing periods of time, summarize the main points, and contextualize the time period. In class, students will work together to find consistent

- corroborating evidence as well as variable in the evidence. Other forms of evidence are often presented in class as well. Students finish the class by writing their version of the events being studied.
- HOOPS—reading guide to be used with the text reading. It is formatted as a structured outline.
- KOI (Knowledge-Observation-Interpretation)—video viewing guide used with movie/documentary clips ranging from 20 minutes to a class period in length. The K box is filled out as homework the night before using a background reading to supply previous knowledge. The O and I boxes are completed in class while watching and after watching the video clip.
- Philosophical chairs—discussion strategy following the use of a discussion web or DBQ packet. Students will be asked to pick a side of an argument or stay on the fence. Students are expected to defend their position using evidence or create questions if on the fence. The goal is to create an historical argument as well as convince those on the fence to take a side.
- QAR—reading guide for text reading; this strategy is formatted with varying types of questions to be answered while reading the text.
- RAFT (Role-Audience-Format-Topic)—a writing strategy in which the student role plays a person or group from history to write a historically significant document from the person/group’s perspective. These are shared in class and formatively evaluated for accuracy of the evidence and point of view.
- Reading Like a Historian—these are lessons from the Stanford History site which focus on the historical thinking skills.
- Save the Last Word (STLW)—a reading strategy and discussion technique in one. Students will read a selection with a question in mind. While reading, record quotes which relate to the question and a comment regarding your thoughts of that particular quote. In class students will take turns supplying quotes and discuss the relevance to the question posed.
- Structured Academic Controversy (SAC)—a reading and discussion strategy focused on historical interpretation and argumentation. Students will be assigned a side of an argument and will read documents looking for evidence pertaining to their side. In class students will be placed in groups of four, with 2 side-A members and 2 side-B members. In a structured discussion format each side will present their evidence and will end with an open discussion where they must reach a consensus on the argument.
- Weighing Evidence—discussion strategy following the use of a discussion web. Students will work in groups to evaluate each piece of evidence and place it on a scale representing two ends of an argument. Groups will have to defend their placement of the document on the scale.

RESOURCES

TEXT AND READINGS

Brinkley, Alan. *American History: Connecting to the Past, Fourteenth AP Edition*. New York: McGraw Hill, 2012.

Supplemental texts/readings:

Davis, Kenneth. *Don't Know Much About History*. New York: Harper Collins, 2011.

Hoffman, Elizabeth Cobbs, et al. *Major Problems in American History Vols. 1 and 2, Third Edition*. Boston: Wadsworth, 2012.

Kennedy, David M. and Thomas A. Bailey. *The American Spirit Vols. 1 and 2, Twelfth Edition*. Boston: Wadsworth, 2010.

Lindaman, Dana and Kyle Ward. *History Lessons: How Textbooks From Around the World Portray U.S. History*. New York: The New Press, 2004.

Madaras, Larry and James M. SoRelle. *Taking Sides: Clashing Views in United States History Vols. 1 and 2, Fifteenth Edition*. New York: McGraw Hill, 2013.

Stanford History Education Group. *Reading Like a Historian*. <http://sheg.stanford.edu>.
Ward, Kyle. *History in the Making*. New York: The New Press, 2006.
Wood, Ethel. *AP United States History: An Essential Coursebook*. Reading: WoodYard, 2011.
Zinn, Howard. *A People's History of the United States*. New York: Harper Perennial Modern Classic, 2005.

WEBSITES

Canvas: <https://dubuque.instructure.com>
AP Central: <https://apstudent.collegeboard.org/apcourse/ap-united-states-history?ushist>
Brinkley Book: <http://glencoe.mheducation.com/sites/0076621367/index.html>
Zinn book: <http://www.historyisaweapon.com/zinnapeopleshistory.html>

EXPECTATIONS

STANDARD BEHAVIORS FOR CLASS AND LIFE

Choose your friends wisely—in your seating and in group work pick people who will help you be successful and not lead you into dishonorable and disrespectful behaviors.

Choose the right path—think before you act

Be patient and kind—respect others opinions and background as well as your own

Take responsibility—if you mess up, stand up to it. Don't blame others or make excuses

Turn wounds into wisdom—learn from the mistakes and change the behavior

These all require mature behavior. It is expected you will act mature at all times.

ATTENDANCE

Being in class is important. In missing class you miss discussions, explanation, and guidance. Success in this course is built on being here.

MAKEUP WORK

When absent, deadlines for missed work will be negotiated with me. It is expected you will make up the work by the deadline arranged. If absences will be extended please contact me for your work.

PUNCTUALITY

You are expected to be on time to class every day. Instructions and goals for the day are announced at the beginning and if you come in late you miss that critical information. If you do arrive late, please put your pass on the podium and take seat. No not interrupt the class. With every tardy you will also receive a 15 minute detention to be served before 7:35 or after 2:20 in my classroom.

PARTICIPATION

It is expected you will be an active participant in the classroom. Participation needs to be respectful and appropriate to the classroom. Participating in class provides you with feedback and clarification of ideas. Discussions in classroom should be balanced with no one person dominating the conversation. Points contributed in discussions offer an opportunity to build and expand, not compete to out voice another person.

INDEPENDENT HOMEWORK

You are expected to complete all independent homework assignments by the due date. Independent work provides evidence of learning and progress toward learning goals. Independent work will be check daily for completion and accuracy. Students providing insufficient work will received a minus for that work.

SEMESTER/FINAL EXAMS

ALL Students are expected to attend scheduled semester and final exams. NO exemptions will be permitted. Semester and Final exams are designed to provide information to be used in making judgments about a student's achievement at the end of a sequence of instruction. It is necessary students take the exams so sufficient evidence can be collected and assessment of student historical proficiency can be determined.

GRADING

Grades will be calculated based on points. All graded assessments are converted to a 5-point scale to demonstrate achievement level within the categories of content knowledge, historical argumentation, application of historical thinking skills, and learning skills and work habits. Each will included a variety of the following assessment options: quizzes, multiple choice exams, free response essay, document based essay, short answer questions, student-led Socratic seminar, and online discussion forum.

Each assignment will be graded on a 5 point scale with 5 equating to an A and 1 equates to an F. There will be no zeros given. If you fail to turn in an assignment you will receive a 1 with a missing notation. Students are allowed to complete up to 4 missing graded assignments per semester for full credit. To do this, you must complete the work, set up a meeting with me (before or after school), and fill out a Missing Assignment Analysis. Students who have missing work in PowerSchool will not be eligible to complete test corrections on unit exams. If a student misses and makes up the four assignments, any missing assignments thereafter will be automatically assigned an F as a grade.

GRADING SCALE AND CONVERSION

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|----------------|--------|-----|
| 100-90 A range | 100-90 | 5/A |
| 89-70 B range | 89-80 | 4/B |
| 69-50 C range | 79-70 | 3/C |
| 49-30 D range | 69-60 | 2/D |
| 29-0 F range | 59-0 | 1/F |

Grades are not rounded up at the end of the semester. Grades are based on a running total for the semester. **Extra Credit is not offered in this class.

COMMUNICATION

Office Hours: 7:00—7:35 and 2:20—2:30

Schedule:

1st Period—Prep

2nd Period— Sociology

3rd Period— Sociology

4th Period—Sociology

5th Period—AP US History

6th Period— AP US History

7th Period—AP US History

Canvas: <https://dubuque.instructure.com/>

Twitter: @APUSWeiland

Remind 101: @msweila to 81010

Power School: <https://ps-dubuque.gwaea.org/public/>

Email: kweiland@dbqschools.org

Phone: 563-552-5645

If you need additional help or time to make up tests or quizzes, please utilize the FAST program on Friday mornings in the LRC.

