

2019-20
COURSE INFORMATION SHEET

EA3010 U.S. History AP Course Information Sheet

UC/CSU requirement: Yes

Textbook: Give Me Liberty: An American History by Eric Foner (W.W. Norton & Company, 2013, 3rd edition, AP edition).

Student Learning Outcomes:

As a result of successful participation in the course, students will improve their:

- Content knowledge of United States history from approximately 1491 to the present and understanding of seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society).
- Historical Thinking Skills, including but not limited to: compare/contrast, causation, contextualization, continuity and change over time, interpretation, analyzing evidence, argumentation, synthesis, and periodization.
- College level writing skills through the use of analysis and evidence to support a thesis.

Assessment and Grading ([BP 5121](#) / [AR 5121](#)): To ensure that every student has an equal opportunity to demonstrate their learning, the course instructors implement aligned grading practices and common assessments with the same frequency.

1. Grading categories and their percentage weights:

Semester letter grades will be determined from summative assessments of a student's ability to demonstrate success in achieving the three course standards. Those standards, and the weight of each in the calculating of the final semester grade, are as follows:

1) Work Habits	10%
2) Skills	35%
3) Content Knowledge	55%

2. Achievement evidence collected within each grading category:

- a. Work Habits
 - i. Work Habits will be assessed through homework reading responses and daily class preparation and participation.
- b. Skills
 - i. Students will be assessed on several key skills, including College Board's [Historical Reasoning skills](#) and writing skills. Students will demonstrate these on both Long Essay Question tests, Document Based Question tests, and Short Answer Questions. There will be three Long Essay Question tests first semester and two Document Based Question tests second semester. Students will be informed of the aligned quantity, weight, and due dates of assignment/assessments in each grading category with as much advance notice as possible.
- c. Content Knowledge
 - i. There will be a stimulus based multiple choice exam at the end of each unit of study.
 - ii. Fluency Facts: important terms that will be built upon all year according to the College Board Framework. Weekly fluency fact quizzes and/or activities will be given.

3. Grading scales:

Skill Level Name	Letter Mark	SIS Final Grade Percent Scale
Advanced +	A+	96.66-100
Advanced	A	93.33-96.65
Advanced -	A-	90-93.32
Proficient +	B+	86.66-89.99
Proficient	B	83.33-86.65
Proficient -	B-	80-83.32
Basic +	C+	76.66-79.99
Basic	C	73.33-76.65
Basic -	C-	70-73.32
Below Basic +	D+	66.66-69.99
Below Basic	D	63.33-66.65
Below Basic -	D-	60-63.32
Far Below Basic	F	50-59.99

Essays will be scored according to the College Board [rubrics](#).

4. Homework/outside of class practices ([AR 6154](#)):

Over the past two years the homework for the course has been reduced significantly, therefore it is imperative that students complete the reading and homework responses. Thus, students are expected to complete four assignments of homework reading and writing every week. Additionally, some assignments and in-class activities will require homework preparation beyond nightly reading and writing expectations. Students in this course are expected to be active learners, who consistently use and share knowledge with classmates.

5. Excused absence make up practices ([Education Code 48205\(b\)](#)):

We adhere to Board attendance and tardy policies. Please refer to the district website for more information.

If you are absent, it is a courtesy to email the teacher to let them know of your absence. Please refer to the online calendar and Google Classroom for missed assignments. You are expected to arrange any make up work with your teacher.

6. Academic integrity violation practices ([MVHS Academic Integrity Policy](#)):

Honesty, trust and integrity are vital components of the education process. The Governing Board believes that academic honesty and personal integrity are fundamental components of a student's education and character development. The Board expects that students will not cheat, lie, plagiarize or commit other acts of academic dishonesty. There are three categories for violations of academic integrity based on the severity of the offense (Categories A, B, and C). Examples of academic integrity violations include, but are not limited to, copying homework, allowing someone else to copy your work, plagiarism (taking or passing off another's ideas as one's own, including using Internet sources without documentation), copying from another's exam, improperly obtaining and/or using tests, and using unauthorized notes/materials. Check with your teachers if you are unsure of their expectations.

A student's education and integrity are extraordinarily valuable. Thus, students are expected to do their own work. If a student feels they are not able to complete their own work, they should consult their teacher for assistance. Student or parents/guardians who are unclear about what constitutes cheating should consult the instructor and the district Academic Integrity policy posted on the instructor's website. District policy regarding cheating will be followed at all times.

7. Late work practices:

Completing work on time is essential, as it allows students to reinforce content knowledge and practice skills in class, and for the teacher to provide better feedback. The result is increased learning and higher grades. Even when students do not complete work on time, however, they are still expected to complete and turn in that work. Late work may negatively affect the "work habits" score for an assignment. Students will be informed of the late work submission due dates as much in advance as possible.

