



## Marine Science Magnet High School

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### SOC0338– AP United States History 2024-2025

#### **Required Texts/Readings:**

Divine, Robert A., et al. *AMERICA Past and Present AP Edition*. 9th ed. New Jersey: Longman, 2011.  
Murphy, Daniel P. *5 Steps to a 5: AP U.S. History*. New York, McGraw Hill: 2020.

Additional readings may be assigned by the teacher.

#### **Course Description:**

This course provides a challenging, accelerated approach to exploring U.S. History from the pre-colonial period through the beginning of the 21st century. It simulates a true college experience with diversified readings and discussion material, in-depth writing activities, and analysis and synthesis of information. All enrolled students must take the Advanced Placement examination in May. Preparation for the SAT is embedded.

#### **Materials Needed:**

Three Ring Binder, Pens/Pencils, Highlighters, College-ruled Composition Notebook or loose leaf paper.

#### **Advanced Academic Programs**

The Advanced Placement (AP) Program and the Early College Experience (ECE) program at the Marine Science Magnet High School are intended to challenge and prepare students for the rigors of college. Students enrolled in courses designated as both AP and ECE must be enrolled in both programs and pay both fees associated with the courses to receive MSMHS credit. AP and ECE classes are assigned a higher weight to the GPA scale, assist students with earning college credit, and strengthen student transcripts during the college admissions process. In order to receive these added academic benefits, it is expected that students will subscribe to the understanding that the academic rigor and teacher expectations will be higher than that of the Honors level.

#### **Advanced Placement (AP) Program**

Students who are enrolled in an AP class must register and take the Advanced Placement Exam in the spring; exceptions to this will be made on a case by case basis by administration. Payment for the AP tests must be completed by the first week of September, 2022. After October 1<sup>st</sup>, there will be no refunds for the courses taken within the program.

## **Classroom Attendance, Academic and Behavior Expectations**

All MSMHS students are required to uphold the attendance, academic and behavioral expectations outlined in the school's Student/Parent Handbook which can be found on the MSMHS website.

### **Retake / Revision Policy**

- All students will be allowed to retake/revise all interim and unit summative assessments (with the possible exception of ECE assessments).
- Retakes/revisions on any summative assessments must be completed within **2 weeks of when the assessment was returned to the student** or before the end of the quarter, whichever comes first.
- Students who want the opportunity to retake/revise a unit summative assessment must have completed all scored and graded assignments before taking the original summative assessment or the end of the quarter, whichever comes first. In addition, any part of a unit summative that is done outside of class, must be complete and turned in on time in order to be eligible for a retake/revision.
- Retakes/revisions are re-evaluations of learning; therefore, students earn the new grade not an average of the two grades, regardless of whether the new grade is higher or lower than the original.

\*Note: There are no retakes/revisions for Midterms or Finals. Students with IEP or 504 accommodations for extended time should work with their teacher and/or case manager to determine appropriate application of their accommodations to this policy.

### **Late Work**

Missing graded work/formative assessments must be completed, fully and accurately, before the unit summative assessment due date or the end of the quarter, whichever comes first, in order to receive credit. Any missing work will receive a 0 in PowerSchool until it is turned in before the summative assessment. After a unit summative assessment, work cannot be made up and will remain a 0 in PowerSchool.

Additionally, all Social Studies courses will abide by the following Late Work Policy: No points will be deducted for late work leading up to the summative assessment. No points will be deducted for late summative assessments, BUT summative assessments submitted late cannot be revised, and summative assessments not submitted within two weeks of the deadline or by the end of the quarter, whichever comes first, will receive a 0.

### **Extra Help:**

Students interested in receiving extra help from teachers, or in meeting with their teacher before or after school, need to schedule a mutually agreed upon time to meet with their teacher. Teachers may require specific procedures for requesting appointments for extra help. Please know that teachers will be unable to meet with students on Wednesdays due to regularly scheduled faculty meetings.

### **Cell Phones**

Students are permitted to bring cell phones to school, however, they must be stored in the designated location in each classroom throughout the block, including study hall. Students may not bring cell phones with them when they leave the classroom for any reason. Students may also be required to turn smart watches or other devices to designated locations during class at the request of the teacher. Students found to have violated these expectations will be required to turn their cell

phone into school administration. Repeated offenses may result in escalated consequences. Cell phones may not be used in restrooms for any reason. Cell phones may be used before, during lunch, or after school hours.

### **Grade/Grade Reporting:**

Overall evaluation in a course is measured in a number of ways in the form of formative and summative assessments.

MSMHS uses the following language for communicating how assignments will be scored and represented in PowerSchool:

- “Graded” – The assignment is evaluated for accuracy (not completion), is given a numeric score, is entered in PowerSchool and is included in the quarter average.
- “Scored” – The assignment is evaluated for accuracy (not completion), is given a numeric score, may be entered into PowerSchool, but is not included in quarter average.
- “Recorded” – The assignment is marked as completed or not completed, not given a numeric score, may be entered into PowerSchool, but is not included in quarter average.

Course grades are calculated by using the following percentages:

Q1 = 20%

Q2 = 20%

Midterms = 10%

Q3 = 20%

Q4 = 20%

Finals = 10%

The following table shows the letter grades equivalent to numerical grades and GPA.

| <b>Letter</b> | <b>Numerical Equivalent</b> | <b>GPA Equivalent</b> | <b>Honors Weighting</b> | <b>AP/ECE Weighting</b> |
|---------------|-----------------------------|-----------------------|-------------------------|-------------------------|
| A+            | 97-100                      | 4.3                   | 4.52                    | 4.73                    |
| A             | 93-96                       | 4.0                   | 4.20                    | 4.40                    |
| A-            | 90-92                       | 3.7                   | 3.89                    | 4.07                    |
| B+            | 87-89                       | 3.3                   | 3.47                    | 3.63                    |
| B             | 83-86                       | 3.0                   | 3.15                    | 3.30                    |
| B-            | 80-82                       | 2.7                   | 2.84                    | 2.97                    |
| C+            | 77-79                       | 2.3                   | 2.42                    | 2.53                    |
| C             | 73-76                       | 2.0                   | 2.10                    | 2.20                    |
| C-            | 70-72                       | 1.7                   | 1.79                    | 1.87                    |
| D+            | 67-69                       | 1.3                   | 1.37                    | 1.43                    |
| D             | 63-66                       | 1.0                   | 1.05                    | 1.10                    |
| D-            | 60-62                       | 0.7                   | 0.74                    | 0.77                    |
| F             | 50-59                       | 0.0                   | 0.0                     | 0.0                     |

### **Academic Integrity:**

All work submitted by students should be a true reflection of their effort and ability. If submitted work or tests are not, then the student has manifested unacceptable academic behavior.

## **Plagiarism**

Plagiarism is defined as intentionally or unintentionally presenting another's work as your own. Any source material (electronic, written, verbal) accessed to complete an assignment must be cited. Plagiarism includes the following:

- Copying verbatim or blending source material with your own without proper attribution,
- Paraphrasing source materials or borrowing ideas, terms, or concepts without acknowledging the source,
- Inventing sources or false attributions for sources,
- Supplying/selling your work to another or purchasing/copying another's work.

## **Cheating**

Cheating is defined as copying all or part of an assignment or assessment or allowing another to copy your work. It is also doing someone's work or having someone else do your work. Cheating includes the following:

- Using unauthorized materials, devices, or assistance of any kind to complete your work or assessment, including on-line transfers,
- Collaborating on a task without the teacher's authorization, as well as providing or receiving information so as to give/gain an unfair advantage,
- Aiding another in cheating.

## **Other Academic Misconduct**

Other forms of serious academic misconduct include:

- Altering grades,
- Stealing or obtaining test/assessment materials or answers,
- Submitting the same (or nearly the same) work for more than one class without disclosure or approval,
- Falsifying information on school related documents and forms.

ANY behavior that can be defined as cheating/plagiarism represents a violation of mutual trust and respect essential to education at MSMHS. Students suspected of cheating should expect to be questioned by their teacher. Students violating this rule are subject to the following penalties:

- Re-do of the assignment, notification to parents/caretakers; disciplinary consequence, written summary of event and action taken given to administration.
- If a student is found to have cheated/plagiarized a second time or is involved in a particularly serious act of cheating/plagiarism, the student will be referred to administration for appropriate penalties beyond those listed above. Additional penalties include such consequences as notification to award and scholarship committees; suspension from class or school and notification to the student's prospective colleges; loss of or disqualification from honors/privileges and positions (e.g. NHS, school leadership position).

## **Course Unit Outline - Unit Title and Tentative Dates:**

*Note: Teacher has discretion to change throughout the year.*

### **Unit I: Period 1 (1491-1607)**

2024

Enduring Understandings

September

- A historian's interpretation of history must include a clear synthesis of events that is well-supported with evidence from multiple perspectives.
- As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.
- Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.

## **Unit II: Period 2 (1607-1754)**

September - October

2024

### Enduring Understandings

- Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled. They competed with each other and American Indians for resources.
- The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control.

## **Unit III: Period 3 (1754- 1800)**

October - November

2024

### Enduring Understandings

- British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.
- The American Revolution's democratic and republican ideals inspired new experiments with different forms of government.
- Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.

## **Unit IV: Period 4 (1800-1848)**

November- December

2024

### Enduring Understandings

- The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and change their society and institutions to match them.
- Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.
- The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation's foreign policy and spurred government and private initiatives.

## **Unit V: Period 5 (1844-1877)**

January 2025

### Enduring Understandings

- The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries.
- Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.
- The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.

**Unit VI: Period 6 (1865-1898)**

February

2025

Enduring Understandings

- Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.
- The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.
- The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.

**Unit VII: Period 7 (1890-1945)**

February - March

2025

Enduring Understandings

- Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.
- Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.
- Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world.

**Unit VIII: Period 8 (1945-1980)**

March- April

2025

Enduring Understandings

- The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences.
- New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.
- Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.

**Unit IX: Period 9 (1980- Present)**

April

2025

Enduring Understandings

- A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades.
- Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes.
- The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world.

**Unit X: Historical Research**

May- June

2025

Enduring Understandings

- Historians seek to discover, analyze, and evaluate events in order to deepen our understanding and enhance our appreciation for the human experience.
- Communicating with clarity and precision helps express mastery of content knowledge.