

## Course Syllabus

### Course Description

**Advanced Placement United States History A** provides a general overview of the history of the United States. In chronological order, students will explore America's past, examining the cultural, political, geographical, economical and technological changes that have taken place and have helped to shape us and guide us as a nation today. Topics will include issues relating to the discovery of the New World through the Reconstruction period, focusing on constitutional issues, the Civil War, industrialization, and immigration.

Additional emphasis placed on college preparatory activities and exercises as identified by the College Board AP U.S. HISTORY course description: "The AP program in United States History is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format."

### Learning Outcomes

At the completion of AP U.S. History A, the student will be able to identify and explain the major individuals and turning points in American History based on the following themes:

- American Diversity
- American Identity
- Culture
- Demographic Changes
- Economic Transformations
- Environment
- Globalization
- Politics and Citizenship
- Reform
- Religion
- Slavery and Its Legacies in North America
- War and Diplomacy

### Content Standards

U.S. History A is written to the content standards adopted by the [California State Board of Education](#), [National Council for the Social Studies](#), and [College Board](#).

### Required Text

Publisher: Pearson Longman

Title: America Past and Present

Author(s): Robert Divine, T.H. Breen, George Fredrickson, R. Hal Williams, Ariela Gross, H.W. Brands

**Course  
Methodology**

- This is an inquiry-based course. Students will generate knowledge through online readings, synchronous chats, and asynchronous discussions with students and their instructor, interactions with online tutorials, online and hands-on simulations, weekly in-class discussion, and virtual classroom chats.
- A semester project developed by each student will be used to demonstrate knowledge and understanding of the material in the course.
- The instructor will act as a guide, a facilitator, an events planner, and a resource advisor. He/she will always be available through e-mail.
- The student must actively construct and acquire knowledge by being intrinsically motivated to succeed. To succeed, students must participate and complete all readings and activities. This course requires the student's active participation.
- Both formal and informal assessment methods will be used in the course. Informal assessment will include an evaluation of the quality and timeliness of participation in class activities. Formal assessment may include multiple-choice quizzes, tests, discussion board participation, and written assignments. A final exam will be given at the end of the course.

**Units of Study**

Unit	Assignments / Activities
1	<p>Text - selections from:</p> <ul style="list-style-type: none"> <li>○ Chapter 2 – The Children Who Refused to Come Home</li> <li>○ Chapter 3 - Indentured Sevitude: Primary Source Documents</li> </ul> <p>Discussion Topics:</p> <ul style="list-style-type: none"> <li>○ Learning Styles Assessment</li> </ul> <p>Activities:</p> <ul style="list-style-type: none"> <li>○ Captivity and Conversion - Questions</li> <li>○ The Redeemed Captive - Questions</li> <li>○ Equiano, The Middle Passage - Questions</li> <li>○ Puritan Families - Essay</li> </ul> <p>Quiz</p>
2	<p>Text - selections from:</p> <ul style="list-style-type: none"> <li>○ Chapter 4 - Experience of Empire</li> <li>○ Chapter 5 - The American Revolution</li> </ul> <p>Discussion Topics:</p>

	<ul style="list-style-type: none"> <li>○ Diversity in the Eighteenth Century</li> <li>○ Popular Resistance</li> </ul> <p>Activities:</p> <ul style="list-style-type: none"> <li>○ Short Answer Compositions and Test Preparation</li> <li>○ Benjamin Franklin's Views of the Colonies Explored</li> </ul> <p>Quiz</p>
3	<p>Text - selections from:</p> <ul style="list-style-type: none"> <li>○ Chapter 6 - The Republican Experiment</li> <li>○ Chapter 7 - Democracy and Dissent</li> </ul> <p>Discussion Topics:</p> <ul style="list-style-type: none"> <li>○ The Search for Original Intent</li> <li>○ The Strange Ordeal of Quok Walker</li> <li>○ Defense of Superiority - Science and Nationalism</li> </ul> <p>Activities:</p> <ul style="list-style-type: none"> <li>○ Essay Composition</li> <li>○ Conflicting Visions - Hamilton and Jefferson</li> </ul> <p>Quiz</p>
4	<p>Text - selections from:</p> <ul style="list-style-type: none"> <li>○ Chapter 8 - Republican Ascendancy</li> <li>○ Chapter 9 - Nation Building and Nationalism</li> </ul> <p>Discussion Topics:</p> <ul style="list-style-type: none"> <li>○ Barbary Pirates and American Captives</li> <li>○ Murder and Conspiracy - Aaron Burr</li> <li>○ The War of 1812</li> </ul> <p>Activities:</p> <ul style="list-style-type: none"> <li>○ Design Power Point</li> <li>○ Discussion - Confronting New Land</li> <li>○ Begin PERSIA Project</li> </ul> <p>Midterm - Covers Units 1-4</p>

5	<p>Text - selections from:</p> <ul style="list-style-type: none"> <li>○ Chapter 10 - The Triumph of White Men's Democracy</li> <li>○ Chapter 11 - Slaves and Masters</li> </ul> <p>Discussion Topics:</p> <ul style="list-style-type: none"> <li>○ Philadelphia's Working People in the Age of Jackson</li> <li>○ Killing the Bank</li> <li>○ Tocqueville's Wisdom</li> </ul> <p>Activities:</p> <ul style="list-style-type: none"> <li>○ Webcasting: Video or Audio Presentation</li> <li>○ Historically Devided Societies</li> <li>○ Resistance and Rebellion</li> </ul> <p>Quiz</p>
6	<p>Text - selections from:</p> <ul style="list-style-type: none"> <li>○ Chapter 12 - The Pursuit of Perfection</li> <li>○ Chapter 13 - The Age of Expansionism</li> </ul> <p>Discussion Topics:</p> <ul style="list-style-type: none"> <li>○ Evangelical Religion in Politics</li> <li>○ Manifest Destiny</li> <li>○ The Legal Rights of Married Women</li> </ul> <p>Activities:</p> <ul style="list-style-type: none"> <li>○ Spiritualism - Religion or Entertainment</li> <li>○ Hispanic America After 1848 - Short Answer Questions</li> <li>○ Four-Page Essay Topics Discussed - Drafts Due</li> </ul> <p>Quiz</p>
7	<p>Text - selections from:</p> <ul style="list-style-type: none"> <li>○ Chapter 14 - The Sectional Crisis</li> <li>○ Chapter 15 - Sussession and the Civil War</li> </ul> <p>Discussion Topics:</p>

**Assessment  
and Grading  
Scale**

	<ul style="list-style-type: none"> <li>○ The Compromise of 1850</li> <li>○ Anti-Immigration Movements</li> <li>○ The Enigman of John Brown</li> </ul> <p>Activities:</p> <ul style="list-style-type: none"> <li>○ The Case of Dre and Harriet Scott</li> <li>○ Soldiering in the Civil War - Power Point</li> <li>○ Four-Page Essays Due</li> </ul> <p>Quiz</p>
8	<p>Text - selections from:</p> <ul style="list-style-type: none"> <li>○ Chapter 16 - The Agony of Reconstruction</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>○ Robert Smalls and Black Politicians During Reconstruction</li> <li>○ Changing Views of Reconstruction</li> <li>○ Test Preperation Strategies - AP United States History</li> </ul> <p>Activities:</p> <ul style="list-style-type: none"> <li>○ Finish PERSIA Time Line Project</li> <li>○ Final Exam Preparation</li> </ul> <p>Final Exam - Covers Units 1-8</p>

**Assessment**

Type of Assessment	Points
Assignments	5 points each
Discussion Forums	5 points each
Quizzes	20 points each
Exploration Project	Steps 1-3: 5 points each Final Project: 100 points
Midterm Exam (Unit 4)	100 points
Final Exam (Unit 8)	100 points

**Grading Scale**

Letter Grade	Percentage Earned
--------------	-------------------

A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	59% and lower

**Student Roles and Responsibilities**

**Student’s Role and Responsibilities in this Course**

**Expectations**

Students are expected to conduct themselves in a responsible manner that reflects sound ethics, honor, and good citizenship. It is the student’s responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of NUVHS through their conduct and behavior. Students are expected to abide by all NUVHS policies and regulations. Any form of academic dishonesty, or inappropriate conduct by students or applicants may result in penalties ranging from warning to dismissal, as deemed appropriate by NUVHS.

**Communication**

Throughout this course, students will need to be in close contact with their instructor and fellow students. Students are expected to communicate via email and electronic discussion boards. Therefore, students should plan on checking email at least three times a week and participate in the discussion boards during the weeks they are live.

Instructors strongly encourage and welcome open communication. Clear, consistent, and proactive communication will ensure a successful experience in this course. It is the student’s responsibility to notify the instructor immediately if and when a personal situation occurs that affects his/her performance in this class. Being proactive with communication will result in a quick solution to any problems that may occur.

Technical Support is offered through Spectrum Pacific Learning Company (SPLC). Should a student need any technical assistance, he/she should email the Help Desk as soon as possible at [helpdesk@myonlinelogin.com](mailto:helpdesk@myonlinelogin.com) or call 1-877-533-4733. SPLC will help resolve technical problems and walk through the solution with students. If a problem persists for more than 48 hours, the student must also notify their teacher and NUVHS.

**Time Required For This Course**

To complete this course in eight weeks, students should plan to allocate at least 12-15 hours a week on assigned readings, assignments, discussions (asynchronous and synchronous), quizzes, and exams. It is highly recommended that students organize themselves around the course schedule.

NUAHS wishes every student great success in their online class. Please contact us at 1.866.366.8847 if any questions arise.

**NUAHS Expected Schoolwide Learning Results (ESLRs):**

It is anticipated that NUVHS students will be:

### **Engaged Learners**

1. Demonstrate self-directed learning skills such as time management, and personal responsibility through the completion of course requirements
2. Develop an understanding of their own preferred learning styles to enhance their overall academic potential
3. Incorporate effective and relevant internet and multimedia resources in their learning process to broaden their knowledge base

### **Critical Thinkers**

1. Effectively analyze and articulate sound opinions on a variety of complex concepts
2. Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness
3. Formulate a framework for applying a variety of technology and internet-based research to enhance information literacy and collaborative thinking

### **Effective Communicators**

1. Demonstrate awareness and sensitivity to tone and voice in multiple forms of communication
2. Express concepts and ideas in a variety of forms
3. Enhance communication skills through the use of media rich or other technology resources

### **Global Citizens**

1. Appreciate the value of diversity
  2. Understand the range of local and international issues facing today's global community
  3. Demonstrate awareness of the importance of cultural sensitivity and social responsibility in the 21st century
-