



**ADVANCED PLACEMENT UNITED STATES HISTORY A - COURSE SYLLABUS**

**REQUIRED READING**

**Primary Textbook:**

Publisher: Pearson Longman

Title: America Past and Present

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

Year Published: 2013

ISBN: 978-0-205-90520-1 (combined edition) OR 978-0-205-90519-5 (Vol 1)

**Supplementary materials:**

- Fineman, Howard *The Thirteen America Arguments: Enduring Debates that Define and Inspire Our Country*, Random House Trade Paperbacks, Reprint Edition, 2009
- *Taking Sides: Clashing Views on Controversial Issues in American History, Vols. I & II, 9<sup>th</sup> ed.* McGraw Hill, 2000.
- Blum, Edward, *Major Problems in American History Vol. II Since 1865, Third Edition*, Wadsworth, 2012

**Extended selections from:**

- *The Federalist Papers*, Ralph Ketcham, Alexander Hamilton
- *Uncle Tom's Cabin*, Harriet Beecher Stowe
- *The Gilded Age* by Mark Twain and Charles Dudley Warner
- *The Reckless Decade: America in the 1890s* by H.W. Brands
- *The Jungle* by Upton Sinclair
- *The Big Change- America Transforms Itself: 1900 - 1950* by Frederick Lewis Allen
- *The Grapes of Wrath* by John Steinbeck
- *America's Longest War: The United States and Vietnam, 1950 - 1975* by George Herring

**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, economic and technological changes that have taken place and have helped to shape us and guide us as a nation today. In the A section, or first semester of the course, topics range discovery of the New World through Reconstruction, focusing on constitutional issues, the Civil War, industrialization, and immigration. In the B section, or

second semester, topics will include issues relating to the Westward expansion and Indian Removal through the early 21st century, focusing on the Industrial Revolution, urbanization, the political realignments of the 1890s, the Progressive Era reforms, World War I, the Great Depression, the New Deal, World War II, the Cold War, the Sixties, Neo-Conservatism, Globalization, and the Global War on Terror. The course encourages students to work from historical facts and specific evidence while gaining a deeper conceptual understanding of critical developments in U.S. History.

### **General Objectives:**

The wider objective of studying American history in this course seeks to develop methods to assess and better comprehend human nature and society. A foundation in historical thinking allows students to better understand the world around them and generate a more clear sense of themselves as well. An appreciation for the complexity of the historical factors which constitute present day social and political realities is gained through the thematic study. The recognition of the power of ideas in a living historical context demonstrates how knowledge of the past empowers individuals to make informed decisions while confronting the challenges of social, political, and international difficulties.

At the completion of AP U.S. History the student will be able to identify and explain significant individuals and major turning points in American history based on the following specific objectives.

### **Specific Objectives:**

By exploring United States history from the Pre-Columbian period the present, this college level course will prepare students to take the Advance Placement Exam. Seven thematic learning objectives will guide the study of American history for this course:

1. Identity (ID)
2. Work, Exchange, & Technology (WXT)
3. Peopling (PEO)
4. Politics and Power (POL)
5. America in the World (WOL)
6. Environment and Geography—Physical and Human (EVN)
7. Ideas, Beliefs, and Culture (CUL)

This class provides students with the opportunity to strengthen their content knowledge, develop their analytical skills, and improve their written and oral communication by applying the historical thinking skills to the thematic objectives.

1. Chronological Reasoning
  - a) History Causation
  - b) Patterns of Continuity and Change Over Time
  - c) Periodization

2. Comparison and Contextualization
  - a) Comparison
  - b) Contextualization
3. Crafting Historical Arguments from Historical Evidence
  - a) Historical Argumentation
  - b) Appropriate Use of Relevant Historical Evidence
4. Historical Interpretation and Synthesis
  - a) Interpretation
  - b) Synthesis

AP 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](#).

- 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.
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## **AP U.S. HISTORY A: UNITS OF STUDY**

### **UNIT 1: 1490 - 1750**

#### **Content:**

- Native American Histories Before Conquest—Aztec Dominance
- Columbian Exchange
- European colonization
- King Phillip's War
- English, French, and Dutch Settlement
- The War of Austrian Succession
- British colonial policies
- Bacon's Rebellion
- Ideas of the Enlightenment
- Seven Years War

## Reading Assignment:

### Textbook

Chapter 2: The Children Who Refused to Come Home

Chapter 3: Indentured Servitude: Primary Source Documents

### Short excerpts, essays and letters

- President in Virginia to the Treasurer and Council of the Virginia Company, Captain John Smith
- *The Redeemed Captive Returning to Zion*, John Williams, p. 9 – 14, Google Books
- *Letter to His Parents (1623)*, Richard Frethorne
- *The Passage of Indentured Servants (1750)*, Gotlieb Mittelberger,
- *The Middle Passage (1788)*, Olaudah Equiano
- Virginia Law on Indentured Servitude (1705)

### Maps and/or Images:

- Routes of the First Americans
- Locations of Major Indian Groups in the 1600s
- The African Slave Trade

### Video resources: Crash Course U.S. History

- The Natives and the English (PEO, POL)
- The Quakers, the Dutch and the Ladies (PEO, CUL, POL)

### Activities:

Students will discuss the Columbian Exchange and Calvinism in the online discussion forum. Short two- to three-paragraph responses for to the initial prompts will include examples from the unit one reading selections and will be followed by one-paragraph responses to fellow students in the threaded discussion. Students will respond to short-answer questions after reading *The Redeemed Captive*, *The Passage of Indentured Servants*, and *The Middle Passage*. (Comparison, Use of Historical Evidence) Students will also explore the role of women in New England society and provide examples from the reading with detailed and specific examples in a four- to five-paragraph essay. (Contextualization)

### Discussion Topics:

- Learning Styles Assessment
- Columbian Exchange (WXT, PEO, ENV)
- Calvinism in the Colonies (ID, CUL)

### Assignments:

- Captivity and Conversion - Questions (ID, CUL)

- The Redeemed Captive - Questions (PEO)
- Equiano, The Middle Passage – Questions (PEO, WXT)
- Puritan Families – Essay (ID, CUL, Historical Argumentation)

### Quiz

- 18 multiple-choice questions and two essay prompts.

| Theme  | Concept Questions  |
|--|--|
| Identity (ID)                                      | How has the American national identity changed over time?  |
| Work, Exchange, & Technology (WXT)                 | How have changes in markets, transportation, and technology affected American society?                                   |
| Peopling (PEO)                                     | How have changes in migration and population patterns affected American life?  |
| Politics and Power (POL)                           | How have various groups sought to change the federal government’s role in American political, social, and economic life? |
| American in the World (WOR)                        | How has U.S. involvement in global conflicts set the stage for domestic social changes?                                  |
| Environment and Geography—Physical and Human (ENV) | How did the institutions and values between the environment and Americans shape various groups in North America?         |
| Ideas, Beliefs, and Culture (CUL)                  | How have changes in moral, philosophical, and cultural values affected U.S. history?                                     |

### UNIT 2: 1750 - 1785

#### Content:

- European colonization continued
- Economic, political difference between colonies
- Population patterns
- Growing tensions with British

#### Assignments:

- Jonathan Edwards – Letter (CUL)
- Letters from and American Farmer: Crèvecoeur (ID)
- Benjamin Franklin's Views of the Colonies Explored (PEO, CUL)
- John and Abigail Adams Letters (POL)
- Women of the Revolution - Short Summaries (POL, ID)

## Reading Assignment:

### Textbook

Chapter 4: Experience of Empire

Chapter 5: The American Revolution

### Short excerpts, essays and letters

- *"Some Thoughts Concerning the Present Revival of Religion in New England"* (1742), Jonathan Edwards
- *The Last of the Mohicans*, Chapters 1 – 3, James Fenimore Cooper
- *"Observations Concerning the Increase of Mankind, Peopling of Countries"* (1751), Benjamin Franklin
- John Adams to Abigail Adams (July 3, 1776)

### Maps and/or Images:

- The American Revolution, 1775 – 1781
- Join of Die – Albany Plan cartoon
- Reddition De L'armee Angloises Commande Par Mylord Comte De Cornwallis
- Loyalists Strongholds

### Video resources: Crash Course U.S. History

- The Seven Years War (WOR, PEO)
- Taxes, Smuggling - Prelude to War (WXT)
- Who Won the American Revolution? (POL, WXT)

### Activities:

- Students collaborate in assessing Benjamin Franklin's *Observations Concerning the Increase of Mankind* by researching the events of the Ohio Valley in the 1760s and discuss the perspectives of colonists and politicians. (Interpretation)
- Students will be introduced to the DBQ by looking at four examples before analyzing the documents as practice for writing their own response to the unit selections on Jonathan Edwards and Abigail Adams.
- Students pair up to create a PowerPoint presentation exploring the features and elements of one of four images or maps from the unit. Each student creates their own set of five to eight slides analyzing the larger image and work with a partner to put the visual representation into its historical context. These are presented asynchronously in the discussion threads where each student adds insights by using relevant historical evidence from the primary and secondary sources.

### Discussion Topics:

- Franklin and Diversity in the Eighteenth Century (PEO)
- Yorktown and French Support for the Revolutionary War (Image, WOR)

## Quiz

| Theme                             | Essential Question   |
|-----------------------------------|--|
| Identity (ID)                     | How did the identities of colonizing and indigenous American societies change as a result of contact in the Americas?                              |
| Peopling (PEO)                    | Where did different groups settle in the Americas (before contact) and how and why did they move to and within the Americas (after contact)?       |
| 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? |
| Ideas, Beliefs, and Culture (CUL) | How did cultural contact challenge the religious and other value systems of peoples from the Americas, Africa, and Europe?                         |

## UNIT 3: 1785 - 1800

### Content:

- Republican Culture
- Blueprints for States
- Northwest Ordinance
- Strengthening Federal Authority
- Constitutional Reform
- Bill of Rights
- Jay's Treaty
- Washington's Farewell
- Kentucky and Virginia Resolutions
- Danger of Political Extremism

### Reading Assignment

#### Textbook

Chapter 6: The Republican Experiment

Chapter 7: Democracy and Dissent

#### Short excerpts, essays and letters:

- *Notes on the State of Virginia* (1787), Thomas Jefferson
- *Sixth Annual Address to Congress* (1794), George Washington
- *Letter to James Madison* (1794), Thomas Jefferson
- The Alien and Sedition Acts (1798)

#### Maps and/or Images:

- Western Land Claims Ceded by the States
- Property Protected (1798), XYZ Affair

**Video resources: Crash Course U.S. History**

- The Constitution, The Articles and Federalism (POL, CUL)
- Where U.S. Politics Came From (POL, CUL)

**Discussion Topics:**

- Danger of Political Extremism (POL, ID)
- Democracy and Dissent (POL, ID)

**Activities:**

- Students collaborate in small groups to create a “Read, Write, Think” Venn diagrams reflecting on the origins of the Constitution after reading *The Search for Original Intent*. (CUL, POL) Students examine Madison’s notes from the 1787 Constitutional Convention as a primary source in citing examples from historical documents.
- Students read *The Strange Ordeal of Quok Walker* (POL) and answer short-response questions about the nature of his freedom and the significance of his court case. (Contextualization)
- Students read *Defense of Superiority - Science and Nationalism* along with the chapter seven and evaluate perspectives from representatives to proud nations. (CUL, POL, Comparison)
- Students write a five-paragraph essay on topic of Conflicting Visions - Hamilton and Jefferson. (POL, CUL) The thesis and main ideas are supported with examples from primary and secondary sources including the textbook, *The Thirteen American Arguments*, and the *Federalist Papers*. (Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Contextualization)

| <b>Theme</b>                      | <b>Essential Question</b>  |
|-----------------------------------|--|
| Identity (ID)                     | How did the identities of colonizing and indigenous American societies change as a result of contact in the Americas?                              |
| Peopling (PEO)                    | Where did different groups settle in the Americas (before contact) and how and why did they move to and within the Americas (after contact)?       |
| 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? |
| Ideas, Beliefs, and Culture (CUL) | How did cultural contact challenge the religious and other value systems of peoples from the Americas, Africa, and Europe?                         |



## **UNIT 4: 1800 - 1825**

### **Content:**

- Regional Identity
- Native American Resistance
- Jeffersonian Reforms
- Louisiana Purchase
- The Slave Trade
- War of 1812

### **Reading Assignment**

#### **Textbook**

Chapter 8: Republican Ascendancy: The Jeffersonian Vision

Chapter 9: Nation Building and Nationalism

#### **Short excerpts, essays and letters:**

- The Monroe Doctrine (1823)
- "Memoirs of a Monticello Slave, as Dictated to Charles Campbell by Isaac" (1847)
- "Life of Black Hawk" (1833), Black Hawk

#### **Images and Images**

- North American in 1800
- The Louisiana Purchase and the Route of Lewis and Clark
- The War of 1812
- View of the Great Treaty Held at Prairie du Chien (1895)

#### **Video resources: Crash Course U.S. History**

- The War of 1812 (POL, WXT)
- The Market Revolution (WXT, POL)

#### **Discussion Topics:**

- Marbury v. Madison (CUL, POL)
- City of Boerne v. Flores (ID, POL)

#### **Activities:**

- Students explore passages from *Memoirs of a Monticello Slave* and *Black Hawk* (PEO) in the collaborative online discussion and respond to short-answer questions about slavery conditions and the relationships between European settlers and Indians.
- Students read the feature essay *Barbary Pirates and American Captives* (POL) and research more recent acts of piracy off the coast of Somalia and respond to short-answer questions.
- Students read and discuss *Confronting New Land* (ENV) and record their reactions to the discussion and reading in a short essay.

- Students read *Expansion and Migration* (PEO, POL) and consider the migrations issue of the early 1800s and related current events. (Comparison) Student support their main ideas in short responses to the questions.
- Cumulative Midterm: Covers units 1-4

**Primary Source:** Memoirs of a Monticello Slave – 1847 (CUL)

**UNIT 5: 1825 - 1860**

**Content**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Democratic culture</li> <li>• Labor Radicalism</li> <li>• Jackson and the Politics of Democracy</li> <li>• Election of 1828</li> </ul> | <ul style="list-style-type: none"> <li>• Indian Removal</li> <li>• Killing the Bank</li> <li>• Emergence of the Whigs</li> <li>• Slaves in Daily Life</li> <li>• Planters' World</li> </ul> |
|---|---|

**Reading Assignment**

**Textbook**

Chapter 10: The Triumph of White Men's Democracy  
Chapter 11: Slaves and Masters

**Short excerpts, essays and letters:**

- *The Confessions of Nat Turner (1831)*
- *Veto of the Bank Bill (1832)*. Andrew Jackson
- *Against the Mexican War (1847)*. Thomas Corwin
- *"The Great Nation of Futurity" (1845)*, John L. O'Sullivan

**Images and Maps**

- Election of 1828, map and graphic
- Indian Removal
- Slave Sale, Virginia (1853)

**Video resources: Crash Course U.S. History**

- The Age of Jackson (POL, CUL)
- Slavery in U.S. History (WXT, POL)

**Discussion Topics:**

- Northern Laborers and Southern Slaves (WXT, POL)
- Yeoman Farmers and Slavery (WXT, POL)

### Assignments:

- Students create a diagram of the different segments of the population after reading *Philadelphia's Working People in the Age of Jackson* (WXT, POL) and write a summary of the types of workers highlighted.
- Student research the banking polices of the 1820 and read *Killing the Bank* (POL, CUL) before completing short-answer questions.
- Students read the Confessions of Nat Turner and discuss Nat Turner's Revolt (POL, CUL) in the collaboration activity.
- Students write a DBQ to support or reject expansion policies after reading primary sources from *Westward Expansion: Corwin v. O'Sullivan*. (POL, CUL)

### Quiz

## UNIT 6: 1830 - 1860

### Content

- Rise of Evangelicalism
- The Second Great Awakening
- Marriage for Love
- Cult of Domesticity
- Abolitionists
- The Republic of Texas
- The Mormon Trek
- Manifest Destiny
- Polk and the Oregon Question
- War with Mexico

### Reading Assignment

#### Textbook

Chapter 12: The Pursuit of Perfection

Chapter 13: The Age of Expansionism

### Short excerpts, essays and letters:

- *The American Scholar* (1837), Ralph Waldo Emerson
- *Declaration of Sentiments* (1848), Elizabeth Cady Stanton
- Poem, "The Slave Mother" (1854), Frances E. W. Harper

### Images and Maps

- The Mexican American War – map
- The Testing of the First Reaping Machine near Steels's Tavern, Virginia (1831) - painting
- The Kansas Nebraska Act of 1854 – map

### Video resources: Crash Course U.S. History

- Second Great Awakening and Abolition Movement (POL, CUL)
- Westward Expansion (PEO, CUL)

### Discussion Topics:

- Evangelical and Traditionalist Catholics (POL, CUL)
- The Texans Against Mexico (PEO, POL, CUL)

### Assignments:

- Students read passages from *Pursuit of Perfection* (POL, CUL) and *The Rise of Evangelicals* and respond to short-answer questions with evidence from the reading. (Contextualization)
- Students read *Young America and Expansion* (POL, WOR) and compare the changing views among the public with those of prominent social critics. (Periodization, Causation)
- Hispanic America the Mexican-American War (PEO, POL)

### Quiz

## UNIT 7: 1860 - 1865

### Content

- The Compromise of 1850
- Slavery and the Mexican Cession
- The Wilmot Proviso and Free Soil
- Squatter Sovereignty
- The Kansas-Nebraska Act
- Nativism and The Know-Nothing Party
- The Dred Scott Case
- The Lecompton Constitution
- African American and the War

### Reading Assignment

#### Textbook

Chapter 14: The Sectional Crisis

Chapter 15: Secession and the Civil War

#### Short excerpts, essays and letters:

- *National Convention of Colored People, Report on Abolition* (1847)
- from *Uncle Tom's Cabin* (1852), Harriet Beecher Stowe
- *Address to the Provisional Congress of the Confederate States of America* (1861), W. Jefferson Davis
- *Second Inaugural Address* (1865), Abraham Lincoln

#### Maps and Images

- The Last Moments of John Brown – painting
- The Election of 1860 – graphic
- Resources of the Union and Confederacy (1861), graph
- Overview of Civil War Strategy – map
- The Caning of Charles Sumner

### **Video Resources: Crash Course U.S. History**

- Causes of the Civil War (WXT, POL)
- The Civil War - Part 1 (WXT, POL)
- The Civil War - Part 2 (WXT, POL)

### **Themes:**

This unit will primarily address three of the thematic learning objectives:

- Work, Exchange, & Technology (WXT)
- Politics and Power (POL)
- Ideas, Beliefs, and Culture (CUL)

### **Discussion Topics:**

- The Compromise of 1850 (POL, CUL)
- Northerners and Slavery (WXT, POL)

### **Assignments:**

- Students read four primary resource articles in the *Depictions of Slavery* document (WXT, POL) and evaluate the similarities and difference between the accounts. (Comparison)
- Students read passage on *John Brown and Dred Scott* (POL, CUL) and answer short-answer questions about prevailing views on slavery in the mid-1800s. (Interpretation)
- Student read *The Emergence of Lincoln and Lincoln-Douglas Debates* (POL) and debate the key issues in the asynchronous collaboration activity threads. (Historical Argumentation, Causation)
- Students read *The Realities of the Civil War* (WXT, POL) and complete a map with legend and captions depicting the important battles and other events.
- Student interpret the symbolism and significance of *The Caning of Charles Sumner*. (POL, CUL) - painting

## **UNIT 8: 1863 - 1877**

### **Content**

- Wartime Reconstruction
- Andrew Johnson at the Helm
- Impeachment Crisis
- Black Codes
- Retreat from Reconstruction
- The Compromise of 1877
- The Rise of Jim Crow
- Henry McNeal Turner

### **Reading Assignment**

#### **Textbook**

Chapter 16: The Agony of Reconstruction

### **Short excerpts, essays and letters:**

- *Testimony Before U.S. Senate Regarding the Agricultural Labor Force in the South* (1880), James T. Rapier
- *Letter on Ku Klux Klan Activities* (1870), Albion W. Tourgee

### **Maps and Images**

- “Slavery is Dead?” Thomas Nast cartoon
- Puck – U.S. Grant - cartoon
- Election of 1876, graphic

### **Video resources: Crash Course U.S. History**

- Reconstruction and 1876 (POL, CUL, WXT)

### **Themes:**

This unit will primarily address two of the thematic learning objectives:

- Politics and Power (POL)
- Ideas, Beliefs, and Culture (CUL)

### **Assignments:**

- Student read Robert Smalls and Black Politicians During Reconstruction (POL) and debate the efficacy of Reconstructionist reforms in threaded discussion and short-answer responses. (Historical Argumentation)
- Students will analyze political cartoons from the Reconstruction era using analysis tool from the National Archives website. (Contextualization)
- Students read *Changing Views of Reconstruction* (POL, CUL) (Patterns of continuity and change over time) and explore the difference perspectives on confusion in a short essay or PowerPoint presentation. (Periodization)
- Students read *The World the War Made* by Eric Foner (POL, CUL) and respond to short-answer questions and create their own poster of the post-war United States.

### **Final Exam - Covers Units 1-8**

Project: Student demonstrate their application of historical thinking skills by combining chronological reasoning, comparison and contextualization, development of arguments from evidence, and historical interpretation.

### **Semester Problem Solving Project**

In the project for this course students will:

- Recognize the need for evidence from a variety of sources
- Formulate appropriate research questions
- Identify and locate a variety of resources online
- Retrieve information in a timely, safe, and responsible manner

*Options include:*

- Option 1: Create a History Brochure
- Option 2: Create a Historical News Broadcast
- Option 3: Create a Historical Presentation

Final Exam (Unit 8) 150 points

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### Grading Scale

| Letter Grade | Percentage Earned |
|--------------|-------------------|
| A            | 95%+              |
| A-           | 90% - 94.9%       |
| B+           | 87% - 89.9%       |
| B            | 84% - 86.9%       |
| B-           | 80% - 83.9%       |
| C+           | 77% - 79.9%       |
| C            | 74% - 76.9%       |
| C-           | 70% - 73.9%       |
| D+           | 67% - 69.9%       |
| D            | 64% - 66.9%       |
| D -          | 60% - 63.9%       |
| F            | 59% and lower     |

### **Student's Roles 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. NUVHS wishes every student great success in their online class. Please contact us at 1.866.366.8847 if any questions arise.

### **NUVHS Expected School-wide Learning Results (ESLRs):**

It is anticipated that NUVHS students will be:

#### **Engaged Learners**

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

#### **Critical Thinkers**

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

#### **Effective Communicators**

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

#### **Global Citizens**

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