



ADVANCED PLACEMENT UNITED STATES HISTORY B - 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 978-0-205-90547-8 (Vol 2)

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, 9th ed.* McGraw Hill, 2000.
- Blum, Edward, *Major Problems in American History Vol. II Since 1865, Third Edition*, Wadsworth, 2012

Extended selections from:

- *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.

AP U.S. HISTORY B: UNITS OF STUDY

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 1: 1850 - 1900

Content:

- The Frontier
- Crushing the Native Americans
- Final Battles on the Plains
- The End of Tribal Life
- The Bonanza West
- Industrial Development
- Carnegie and Steel
- Rockefeller and Oil
- Labor Unions

Reading Assignment

Textbook

Chapter 17: The West: Exploiting an Empire

Chapter 18: Industrial Society

Short excerpts, essays and letters:

- "The Gospel of Wealth" (1889), Andrew Carnegie
- Looking Backward (1888), Edward Bellamy

Maps and Images

- Physiographic Map of the United States
- Native Americans in the West: Major Battles and Reservations
- Federal Land Grants to Railroads as of 1871
- Labor Strikes, 1870 - 1900

Discussion Topics:

- Learning Styles Assessment
- Indian Policy (PEO, POL)

Activities:

- Students read Lean Bear's Changing West (PEO, POL) and
- Blacks in Blue (PEO, POL)
- The Bonanza West (WXT, ENV)
- A Machine Culture – "The Gospel of Wealth", "Looking Backward" (WXT, POL)
- Chicago's "Second Nature" (WXT, ENV)

Quiz

Theme	Essential Question
Identity (ID)	How did America's fight over slavery change the nation's identity?
Work, Exchange, & Technology (WXT)	With slavery illegal, how did labor, farming, and transportations change in the South?
Peopling (PEO)	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)	Why did attempts at compromise before the war fail to prevent the conflict? To what extent did the Civil War and Reconstruction transform American political and social relationships?
America in the World (WOR)	How did the search for new global markets affect American foreign policy and territorial ambitions?
Environment and Geography (ENV)	In what ways was the West “opened” for further settlement?
Ideas, Beliefs, and Culture (CUL)	How did artistic and intellectual movements both reflect and challenge the emerging corporate order?

UNIT 2: 1877 - 1900

- The Lure of the City
- Tenements
- Immigrants and the City
- Boss Tweed
- Leisure and Entertainment
- The Panic of 1893
- Coxey’s Army
- Elections of 1896

Reading Assignment

Textbook

Chapter 19: Toward and Urban Society

Chapter 20: Political Realignments in the 1890s

Short excerpts, essays and letters:

- “Who is an American?”, Fineman p. 41 - 44
- *How the Other Half Lives*, Jacob Riis

Maps and Images

- Cross of Gold, Bryan – cartoon

Themes:

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

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

Discussion Topics:

- The Overcrowded City (PEO, POL)
- Ellis Island: Isle of Hope, Isle of Tears (PEO, CUL)
- The McKinley Administration (POL, WXT)

Activities:

- Students read the Plessy v. Ferguson (POL, CUL)
- Hardship and Heartache (PEO, CUL)
- The Wonderful Wizard of Oz (POL, CUL)
- Short Answer Compositions and Test Preparation

Quiz

Theme	Essential Question
Identity (ID)	How did the rapid influx of immigrants from other parts of the world affect the debates about American identity?
Work, Exchange, & Technology (WXT)	How did technological and corporate innovations help to vastly increase industrial production? What was the impact of the lives of working people?
Peopling (PEO)	How and why did sources of immigration to the U.S. 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?
America in the World (WOR)	How did the search for new global markets affect American foreign policy and territorial ambitions?
Environment and Geography (ENV)	In what ways was the West “opened” for further settlement?
Ideas, Beliefs, and Culture (CUL)	How did artistic and intellectual movements both reflect and challenge the emerging corporate order?

UNIT 3: 1867 - 1921

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| <ul style="list-style-type: none"> • Content • Expansion • Foreign Policy • The New Navy • War with Spain | <ul style="list-style-type: none"> • Empire • Open Door Policy • Niagara Movement • New Urban Culture |
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Reading Assignment

Textbook

Chapter 21: Toward Empire

Chapter 22: The Progressive Era

Short excerpts, essays and letters:

- Third Annual Message to Congress (1903), Theodore Roosevelt
- *Report of the Vice Commission*, Louisville, Kentucky
- *Twenty Years at Hull House* (1910), Jane Addams
- *Other People's Money and How the Bankers Use It* (1913), Louis Brandeis
- *What the Social Classes Owe to Each Other* (1883), William Graham Sumner

Themes:

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

- Work, Exchange, & Technology (WXT)
- Politics and Power (POL)
- America in the World (WOR)
- Ideas, Beliefs, and Culture (CUL)

Discussion Topics:

- Roosevelt and the Rough Riders (WOR)
- Acquisition of Empire (WOR)
- Maine in Havana – painting

Activities:

- The 400 Million Customers of China (WXT, POL, WOR)
- Muckrakers Call for Reform (WXT, POL)
- Margaret Sanger and the Birth Control Movement (CUL)
- The New Urban Culture (WXT, POL, CUL)
- Essay Composition

Quiz

Theme	Essential Question
Identity (ID)	How did the United States' citizens adapt to new conceptions of the workplace and daily labor demands?
Work, Exchange, & Technology (WXT)	What were the working conditions like in the factories and what kind of task were required?

Peopling (PEO)	How and why did sources of immigration to the U.S. 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?
America in the World (WOR)	How did the search for new global markets affect American foreign policy and territorial ambitions?
Environment and Geography (ENV)	In what ways was the West “opened” for further settlement?
Ideas, Beliefs, and Culture (CUL)	How did artistic and intellectual movements both reflect and challenge the emerging corporate order?

UNIT 4: 1894 - 1920

Content

- The Spirit of Progressivism
- Rise of the Professions
- Woman Suffrage
- Roosevelt and the Trusts
- The Square Deal
- Taft
- Roosevelt Corollary
- Wilson’s Foreign Policy
- Neutrality
- Treaty of Versailles
- League of Nations

Reading Assignment

Textbook

Chapter 23: From Roosevelt to Wilson

Chapter 24: The Nation at War

Short excerpts, essays and letters:

- National American Woman Suffrage Association, Mother's Day Letter (1912)
- Jane Addams, "Ballot Necessary for Women" (1906)
- from *The New Freedom* (1913), Woodrow Wilson
- *The American Labor Movement: Its Makeup, Achievements and Aspirations*, Samuel Gompers (1914)
- Letters from the Great Migration (1917)

Images and Maps

- Woman Suffrage Before 1920 – graph
- The Socialist Part, 1904 – campaign poster

Themes:

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

- Work, Exchange, & Technology (WXT)
- Politics and Power (POL)
- America in the World (WOR)
- Environment and Geography (ENV)

Discussion Topics:

- The Republicans Split (POL, WXT)
- Roosevelt Progressivism at Its Height (POL, EVN)

Activities:

- Students will compare and contrast the differing views on women’s suffrage by reading primary source documents and using it as evidence. Students will analyze how changes in gender roles have related to economic, social and cultural transformations since the late 19th century. (ID-7) (Comparison)
- Madam C.J. Walker (WXT)
- Muller v. Oregon (WXT, POL)
- The Sinking of the Lusitania (POL,WOR)
- Woodrow Wilson's Fourteen Points (POL, WOR)

Theme	Essential Question
Identity (ID)	How did WWI (before and after) affect the debate about the role that the United States should play in global affairs?
Work, Exchange, & Technology (WXT)	How did movements for political and economic reform take shape in this period, and how effective were they in achieving their goals?
Peopling (PEO)	Why did public attitudes towards immigration become negative during this time?
Politics and Power (POL)	How did reformists 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 conflict such as the Spanish American War, World War I, and World War II?

Environment and Geography (ENV)	Why did reformers seek for the government to take control of the environment and national resources?
Ideas, Beliefs, and Culture (CUL)	How did modern cultural values evolve in response to developments in technology? How did debates over the role of women in public life reflect changing social realities?

Midterm - Covers Units 1-4

UNIT 5: 1920 - 1945

Content

- Automobile Industry
- The Jazz Age
- The Roaring Twenties
- Fear of Radicalism
- The Ku Klux Klan
- Immigrations Restrictions
- Harding, Coolidge, Hoover
- Great Depression
- Hundred Days
- New Deal

Reading Assignment

Textbook

Chapter 25: Transition to Modern America

Chapter 26: FDR and the New Deal

Short excerpts, essays and letters:

- New York Campaign Speech (1932), Herbert Hoover
- San Francisco Campaign Speech (1932), Franklin Delano Roosevelt
- An Attack on New Deal Farm Policies, 1936, in Facts: The New Deal vs. the American System (Chicago: Republican National Committee, 1936), pp. 53, 55, 57, 59–60.

Maps and Images

- The Jazz Singers, Motley – painting
- Election of 1928 – graphic
- U.S. Unemployment, 1929 – 1942 – graphic

Themes:

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

- Identity (ID)
- Work, Exchange, & Technology (WXT)
- Politics and Power (POL)

- Ideas, Beliefs, and Culture (CUL)

Discussion Topics:

- Wheels for the Millions (WXT, CUL)
- Garvey: Racial Redemption & Black Nationalism (ID, POL)

Activities:

- Students research photographs from the 1930s depicting the Depression. They will use OPVL (Origin, Purpose, Value, and Limitation) to analyze the photographs for their historical significance and write an essay. Students will explain how and why the role of the federal government in regulating economic life and the environment has changed since the end of the 19th century. (WXT-8)
- Students will analyze political cartoons about FDR’s New Deal using the analysis tool from the National Archives website. (Contextualization)
- Students will debate the U.S.’s quest for territorial expansion into Latin America and Asia.
- Student read passages from Steinbeck’s The Grapes of Wrath
- Scopes Trial: Contesting Cultural Differences (ID, POL, CUL)
- The Struggle Against Despair (CUL)
- Eleanor Roosevelt and the Quest for Social Justice (POL, CUL)
- Webcasting: Video or Audio Presentation
- Discussion - Challenging Social Security

Quiz

Theme	Essential Question
Identity (ID)	How did WWI (before and after) affect the debate about the role that the United States should play in global affairs?
Work, Exchange, & Technology (WXT)	How did movements for political and economic reform take shape in this period, and how effective were they in achieving their goals?
Peopling (PEO)	Why did public attitudes towards immigration become negative during this time?
Politics and Power (POL)	How did reformists 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 conflict such as the Spanish American War, World War I, and World War II?

Environment and Geography (ENV)	Why did reformers seek for the government to take control of the environment and national resources?
Ideas, Beliefs, and Culture (CUL)	How did modern cultural values evolve in response to developments in technology? How did debates over the role of women in public life reflect changing social realities?

UNIT 6: 1940 - 1960

Content

- Cooperation with Latin America
- Isolationism
- The Road to War
- The Axis
- The Home Front
- Atomic Bombs
- Cold War

Reading Assignment

Textbook

Chapter 27: America and the World

Chapter 28: The Onset of the Cold War

Short excerpts, essays and letters:

- Speech Delivered to the Women's Club of Wheeling, West Virginia (1950), Joseph R. McCarthy
- Letter to President Roosevelt (1939), Albert Einstein

Maps and Images

- The Dust Bowl - map
- FSA Photos
- American Tragedy, Evergood 1937 – painting

Themes:

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

- Politics and Power (POL)
- America in the World (WOR)
- Ideas, Beliefs, and Culture (CUL)

Discussion Topics:

- A Pact Without Power (POL, WOR)

- Turning the Tide Against the Axis (POL, WOR)

Activities:

- Students read The Face of the Holocaust (POL, WOR) and respond to short answer questions with specific historical evidence.
- Students complete a Potsdam Personalities chart and diagram the positions of each dignitary -- The Potsdam Summit (POL, WOR) (Use of Historical Evidence)
- Containment (POL, WOR, CUL)
- The "Lost Sheep" of the Korean War (POL, WOR)
- Isolationism (POL, WOR, CUL) (Contextualization)
- War Strategy: Korea and Iraq (POL, WOR, CUL)

Quiz

Theme	Essential Question
Identity (ID)	How did WWII affect the debate about the role that the United States should play in global affairs?
Work, Exchange, & Technology (WXT)	How did movements for political and economic reform take shape in this period, and how effective were they in achieving their goals?
Peopling (PEO)	Why did public attitudes towards immigration become change during this time?
Politics and Power (POL)	How did political ideals change as they were taken up by reformers in different time periods?
America in the World (WOR)	Why did U.S. leaders decide to become involved in global conflict such as the Spanish American War, World War I, and World War II?
Environment and Geography (ENV)	Why did reformers seek for the government to take control of the environment and national resources?
Ideas, Beliefs, and Culture (CUL)	How did modern cultural values evolve in response to developments in technology? How did debates over the role of women in public life reflect changing social realities?

UNIT 7: 1946 - 1968

Content

- Postwar Boom
- The Suburbs
- Reaction to Sputnik
- Truman's Fair Deal
- Civil Rights
- Kennedy and the Cold War
- Martin Luther King Jr.
- Richard Nixon
- Beats, student, counterculture, antiwar, women's movement
- Korean War
- Vietnam War

Reading Assignment

Textbook

Chapter 29: Affluence and Anxiety

Chapter 30: The Turbulent Sixties

Short excerpts, essays and letters:

- Ladies Home Journal, "Young Mother" (1956)
- Brown v. Board of Education (1954), Chief Justice Warren

Themes:

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

- Identity (ID)
- Peopling (PEO)
- Politics and Power (POL)
- Ideas, Beliefs, and Culture (CUL)

Activities:

- Essay - Students will write an essay analyzing the goals of U.S. policymakers during the Cold War. They will explain how U.S. involvement in the Cold War altered the role of the U.S. in world affairs. (WOR-7)
- Students will read Kennan's "Containment" and discuss why it is important to understanding Cold War events. (Contextualization)
- Student answer short questions on: Levittown: The Flight to the Suburbs (PEO, CUL)
- Students discuss in the collaboration activity: The Reaction to Sputnik (ID, CUL)
- Students create a space race and space achievements time line and PowerPoint highlighting Soviet and U.S. accomplishments.
- Students respond to short-answer questions on the Kennedy versus Nixon (ID, POL) debates. (Comparison)

Discussion:

- The Cold War (ID, POL, WOR) (Periodization)
- Years of Turmoil (POL, WXT) (Patterns of Continuity and Change)

Theme	Essential Question
Identity (ID)	How did the African-American Civil Rights movement affect the development of other movements based on asserting the rights of different groups?
Work, Exchange, & Technology (WXT)	How did the rise of American manufacturing and global economic dominance in the years after WWII affect the standards of living among and opportunities for different social groups?
Peopling (PEO)	How did the growth of migration to and within the U.S. 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 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?
Environment and Geography (ENV)	Why did public concern about the state of the natural environment grow during this period?
Ideas, Beliefs, and Culture (CUL)	How did changes in popular culture reflect or cause changes in social attitudes?

Quiz

UNIT 8: 1969 - Present

Content

- Nixon in Power
- The Great Society
- Ending the Vietnam War
- Building the Republican Majority
- Gay Liberation Movement
- Watergate
- Ford and Carter
- The Reagan Victory
- The “Evil Empire”

Reading Assignment

Textbook

Chapter 31: To a New Conservatism

Chapter 32: To the Twenty-first Century

Short excerpts, essays and letters:

- Boland Amendment, U.S. Congress

- *Address to the Nation Announcing Allied Military Action in the Persian Gulf* (1991), George H.W. Bush
- Statements on the Clinton Health Care Plan (1993)
- Illegal Immigration Reform and Immigrant Responsibility Act of 1996
- The USA PATRIOT Act: A Sketch, Charles Doyle

Images and Maps

- The Interstate Highway System – map
- African American Voter Registration – map

Themes:

This unit will primarily addresses four thematic learning objectives:

- Identity (ID)
- Politics and Power (POL)
- America in the World (WOR)
- Ideas, Beliefs, and Culture (CUL)

Topics:

- Reagan and America's Shift to the Right (ID, POL, CUL)
- The Economy of Stagflation (POL)

Activities:

- Students will complete a graphic organizer comparing the elections of 1976, 1980, 1984, 1988, 1992, and 1996. (Change Over Time)
- Class discussion – Why do historians not state that the “Age of Globalization” began during Nixon, Carter, or Reagan? (Interpretation)
- After reading the text of the Patriot Act, students will summarize the developments and characteristics of political climate in the United States and globally before the passage of the act. *To what extent were events in the United States connected to what was happening in the Middle East and Southeast Asia?* in (Contextualization)
- Students will research economic data on household income and write an essay arguing or refuting that the American Dream existed. (Use of Historical Evidence)
- Students read *The Christian Right* (POL, CUL) and respond to short-answer questions.
- Student read the court decision on Roe v. Wade (POL, CUL) and respond to short-answer questions.
- Students read Foreign Policy in the Post-Cold-War Era (POL, WOR) and complete the “Cold War Threats” chart.
- Final Exam Preparation – Cornell note taking, review

Theme	Essential Question
Identity (ID)	How did demographic changes in America affect popular debates over American national identity?

Work, Exchange, & Technology (WXT)	How did the shift to a global economy affect American economic life?
Peopling (PEO)	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?
America in the World (WOR)	How did the end of the cold War affect American foreign policy? How did the terrorist attacks of 9/11 impact America's role in the world?
Environment and Geography (ENV)	How did debates over climate change and energy policy affect broader social and political movements?
Ideas, Beliefs, and Culture (CUL)	How did technological and scientific innovation in areas such as electronics, biology, and medicine affect society and culture?

Review and AP Exam

Students will review content and practice test-taking skills in preparation for the AP exam.

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.

Students choose from four options:

Option 1: World War II - Create a Front Page

Option 2: News Events of the Past 40 Years - Create a Historical News Broadcast

Option 3: The Great Depression - Create a Historical Presentation

Option 4: Comparative Analysis - Fictional or Non-fictional Account

Final Exam (Unit 8) 150 points

Grading Scale

Letter Grade	Percentage Earned
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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 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