



Gifted LearningLinks Program Course Syllabus

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Course Title: Advanced Placement U.S. History

Course Description

Explore the story of the great “American experiment,” now known as the United States. For students of history, this college-level course provides an opportunity to master the facts and analytical skills needed to understand and think critically about issues in American history. Participating in online discussions, reading and analyzing primary and secondary documents and writing critical essays are among the varied activities used to assist students in critiquing different interpretations of history in addition to document based questions (DBQs). From the first European explorations of the Americas to current events and trends, students examine political institutions and behaviors, public policy, social and economic change, diplomacy and international relations as well as cultural and intellectual developments. This course prepares students to take the AP® U.S. History exam.

High school credit: 2 semesters

This thirty-six week course is a study of the social, economic, cultural, intellectual, political and diplomatic history of the United States and its place in the history of the world from its earliest inhabitants to the Gulf War.

The themes outlined below represent some of the important areas that you will study in this course. These ideas will appear throughout the course as they relate to specific topics. Questions on the examinations will call for you to be able to relate categories to each other or to trace developments within a particular category through several chronological periods.*

* Students should understand the designations for centuries; e.g., the seventeenth century is the 1600's, not the 1700's.

1. Intellectual and Cultural History

- changes in religious thought and institutions
- secularization of learning and culture
- scientific and technological developments and their consequences
- major trends in literature and the arts
- intellectual and cultural developments and their relationship to social values and political events
- developments in social, economic, and political thought
- developments in literacy, education, and communication
- the diffusion of new intellectual concepts among different social groups

- changes in elite and popular culture, such as the development of new attitudes toward religion, the family, work, and ritual
- impact of global expansion on American culture

2. Political and Diplomatic History

- relations between the United States and other parts of the world: colonialism, imperialism, decolonization, and global interdependence
- the evolution of political elites and the development of political parties and ideologies
- the extension and limitation of rights and liberties (personal, civic, economic, and political); majority and minority political persecutions
- the growth and changing forms of nationalism
- forms of political protest and reform
- relationship between domestic and foreign policies
- efforts to restrain conflict: treaties, balance-of-power diplomacy, and international organizations
- war and civil conflict: origins, developments, technology, and their consequences

3. Social and Economic History

- the role of urbanization in transforming cultural values and social relationships
- the influence of sanitation and health care practices on society; food supply, diet, famine, disease, and their impact
- the development of commercial practices and their economic and social impact
- changing definitions and attitudes toward mainstream groups and groups characterized as "the other"
- the origins, development, and consequences of industrialization
- changes in the demographic structure of America, their causes and consequences
- gender roles and their influence on work, social structure, family structure, and interest group formation
- private and state roles in economic activity
- development of racial and ethnic group identities

Outcomes

The main course objective is to develop an understanding of the major periods, ideas, movements, trends, and themes that characterize the History of the United States from its beginnings to the present.

Through participation in this course students will:

- develop a knowledge of the general narrative of United States history from the origins to the present
- develop an appreciation of the cultural traditions of Western Civilization
- analyze relationships in political, social, economic and intellectual history
- understand the consequences of contacts with other cultures

- analyze and interpret primary and secondary historical materials
- develop skills in written and verbal historical analysis

Resources and Materials

- Kennedy, David M., Lizabeth Cohen, Thomas A. Bailey. *The American Pageant: A History of the Republic*. New York: Houghton Mifflin Company. 14th edition ISBN # 0-547-16654-0

In addition to the text, students will be expected to refer to the following websites

- [Digital History](http://www.digitalhistory.uh.edu/) <http://www.digitalhistory.uh.edu/>
- [Hippocampus](http://www.hippocampus.org/): <http://www.hippocampus.org/>

Schedule:

The below is a sample of the course schedule. The active schedule will be posted in the course under the “Timeline” content area.

| SEMESTER ONE | | | | |
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| | Topic/Focus | Activities & Reading Assignments | These are the items you will be discussing with your instructor | What do I need to turn in? |
| Week 1 | Orientation to Online Learning | Assignment 1 | Introductions | Assignment 1 |
| Week 2 | Unit 1 American Beginnings | Kennedy Chapter 1 & 2 Digital History www.digitalhistory.uh.edu Interactive Timeline, First Americans, Exploration and Discovery Additionally Read all 7 websites (& links in the articles) found on the course content page | | Early Societies and cultures Worksheet Worksheet comparison essay 100 points possible |

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| <p>Week 3</p> | <p>Unit 1 Colonial America</p> | <p>Kennedy Chapter 3 & 4 Digital History</p> <p>The Origins and Nature of New World Slavery</p> <p>Patterns of Change 1700-1775 to 1765</p> <p>Hippocampus http://www.hippocampus.org <u>AP US History I</u></p> <p>Discovery and Settlement of the New World, 1400-1500 English Colonies, 1600-1650</p> <p>Read all 5 websites linked on the page.</p> <p>Read the content lecture</p> <p>Click “Colonial America</p> <p>Read the Essays</p> | | <p>English Colonies Cluster Assignment 100 points possible</p> <p>Colonization Assignment. (This is a multi-part assignment. All parts should be submitted together.) 150 points possible</p> <p>Worksheet for Colonial Day 4 and essay. (This is a multi-part assignment. All parts should be submitted together.) 100 points possible</p> <p>Worksheet Colonies Day 5 (This is a multi-part assignment. All parts should be submitted together.) 100 points possible</p> |
| <p>Week 4</p> | <p>Unit 1 Colonial Era</p> | <p>Kennedy Chapter 5 & 6</p> <p>Additionally all links and websites listed on content page</p> | | <p>Colonial Era DBQ 100 points possible</p> |
| <p>Week 5</p> | <p>Unit 1 Revolutionary War</p> | <p>Kennedy Chapter 7 & 8</p> <p>Additionally all links and websites listed on content page</p> | | <p>Revolutionary War Exam 100 points possible</p> |

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| Week 6 | Unit 1 Constitutional Period | Kennedy Chapter 9 & 10 & 11 Additionally all links and websites listed on content page | | <p>Questions Articles of Confederation 17 points possible</p> <p>Questions Article I Constitution 17 points possible</p> <p>Questions Article II- Executive Branch 10 points possible</p> <p>Assessment Pre- Columbian Through Constitution Written Assessment. 250 points possible</p> |
| Week 7 | Unit 1 Constitution | Kennedy Chapter 9 Additionally all links and websites listed on content page | | <p>Pencil and Paper Constitution Study Guide (Branches Diagram) 100 points possible.</p> |
| Week 8 | Unit 1 Constitution | Kennedy Chapter 10 & 11 Additionally all links and websites listed on content page | | <p>Power Point Bio (Founding Fathers) 100 points possible</p> |
| Week 9 | Unit 1 Constitution | Kennedy Chapter 12 Additionally all links and websites listed on content page | | <p>Same as Week 7 and Week 8</p> |
| Week 10 | Unit 1 1781-1850 | Kennedy Chapter 13 Additionally all links and websites listed on content page | <p>Ranking Rights and Freedoms 100 points possible</p> <p>Technology Changes and Economic Interest 200 points possible</p> | <p>Chart Articles of Confederation V Constitution 100 points possible</p> <p>Framing the Constitution Questions 9 points possible</p> <p>Beyond the Constitution 120 points possible</p> <p>T3 Quiz 100 points possible</p> |

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| Week 11 | Unit 1 Federalists | Kennedy Chapter 14 Additionally all links and websites listed on content page | | Federalists and Jackson Study Guide 38 points possible DBQ 1750-1800 100 points possible Colonial to 1800 FRQ 100 points possible |
| Week 12 | Unit 2 Manifest Destiny | Kennedy Chapters 15 & 16 & 17 Additionally all links and websites listed on content page | John Gast's American Progress Discussion | Popular Sovereignty and Bleeding Kansas Paragraphs 50 points possible Missouri Compromise to Kansas Nebraska Act Assignment 100 points possible |
| Week 13 | Unit 2 Manifest Destiny | Kennedy Chapter 18 & 19 Additionally all links and websites listed on content page | | Bleeding Kansas Project 100 pts Possible |
| Week 14 | Unit 2 Civil War | Kennedy Chapter 20 & 21 Additionally all links and websites listed on content page | Slavery Discussion 100 points possible | Begin the Civil War Study Guide to be submitted at the end of the unit |
| Week 15 | Unit 2 Civil War | Kennedy Chapter 20 & 21 Additionally all links and websites listed on content page | | Slavery Group Work 5 Important People assignment 30 points possible |
| Week 16 | Unit 2 Civil War | Kennedy Chapter 20 & 21 Additionally all links and websites listed on content page | | |
| Week 17 | Unit 2 Civil War | Kennedy Chapter 20 & 21 Additionally all links and websites listed on content page | | Submit the Civil War Study Guide 200 points possible |

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| Week 18 | Unit 2 Reconstruction Unit 1 & 2 Assessment (This is equivalent to the semester final) | Kennedy Chapter 22 Additionally all links and websites listed on content page | | Reconstruction Presentation Possible 100 points Civil War DBQ 100 points possible Reconstruction FRQ 100 points possible Unit 1&2 Assessment 300 points possible |
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SEMESTER TWO

| | Topic/Focus | Activities & Reading Assignments | What do I need to post to the Discussion Board? | What do I need to turn in? |
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| Week 19 | Unit 3 The Great American Wild West... | Kennedy Chapter 23 Additionally all links and websites listed on content page | | Turner Questions 100 points possible Begin “Closing the Western Frontier Project” 226 points possible |
| Week 20 | Unit 3 The Great American Wild West... | Kennedy Chapter 24 Additionally all links and websites listed on content page | | Work on “Closing the Western Frontier Project” |
| Week 21 | Unit 3 The Great American Wild West... | Kennedy Chapter 25 Additionally all links and websites listed on content page | | Work on “Closing the Western Frontier Project” |
| Week 22 | Unit 3 The Great American Wild West... | Kennedy Chapter 26 Additionally all links and websites listed on content page | | Work on “Closing the Western Frontier Project” |
| Week 23 | Unit 3 The Great American Wild West... | Kennedy Chapter 27 Additionally all links and websites listed on content page | | Complete and submit “Closing the Western Frontier Project |

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| <p>Week 24</p> | <p>Unit 3 1877-1919 America Grows Up</p> | <p>Kennedy Chapter 28</p> <p>Additionally all links and websites listed on content page</p> | <p>Begin Progressive Review 190 points</p> <p>Key Terms and People Empire and Expansion Chapter 27 Kennedy 100 points possible</p> <p>Key Terms and People Progressivism Chapter 28 Kennedy 100 points possible.</p> |
| <p>Week 25</p> | <p>Unit 3 1877-1919 America Grows Up</p> | <p>Kennedy Chapter 29</p> <p>Additionally all links and websites listed on content page</p> | <p>Key Terms and People Wilsonian Progressivism Kennedy Chapter 29 100 points possible</p> |
| <p>Week 26</p> | <p>Unit 3 1877-1919 America Grows up</p> | <p>Kennedy 30</p> <p>Additionally all links and websites listed on content page</p> | <p>Submit Progressive Review Terms and People World War I 100 points</p> <p>World War I Worksheet 50 points)</p> <p>World War I Assignment 100 points</p> <p>World War I Test 330 Points</p> |
| <p>Week 27</p> | <p>Unit 4 Roaring 20's and the Great Depression</p> | <p>Kennedy Chapter 31</p> <p>Additionally all links and websites listed on content page</p> | <p>Begin 20's-30's Research Project 200 points</p> <p>Terms and People Roaring 20's 100 points</p> <p>Terms and People Politics of Boom and Bust 100 points</p> |

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| Week 28 | Unit 4 Roaring 20's and the Great Depression | Kennedy Chapter 32 Additionally all links and websites listed on content page | | Terms and People The Great Depression and the New Deal 100 points |
| Week 29 | Unit 4 Roaring 20's and the Great Depression | Kennedy Chapter 33 & 34 Additionally all links and websites listed on content page | | Terms and People Franklin D. Roosevelt and the Shadow of War 100 points Submit the 20's 30's Research Project |
| Week 30 | Unit 4 World War II | Kennedy Chapter 35 Additionally all links and websites listed on content page | Roosevelt Discussion 100 points | Japan US Conspiracy Essay 100 points Soldiers Life 100 points Terms and People World War II 100 points |
| Week 31 | Unit 4 World War II | Kennedy Chapter 35 Additionally all links and websites listed on content page | Third Front Discussion 100 points | Atomic Bomb Assignment 50 points WWII Map and Matching Quiz 20 points |
| Week 32 | Unit 4 Making Modern America | Kennedy Chapter 36 Additionally all links and websites listed on content page | Atomic Bomb Discussion 100 points | Key Terms Making Modern America (all 3 chapters) 100 points |
| Week 33 | Unit 4 Making Modern America | Kennedy Chapter 37 Additionally all links and websites listed on content page | | Cold War Over reaction FRQ 100 points |
| Week 34 | Unit 4 Vietnam | Kennedy Chapter 38 Additionally all links and websites listed on content page | | Vietnam Era Questions 19 points Vietnam log Assignment 400 points |
| Week 35 | Unit 4 Post Vietnam Era | Kennedy Chapters 39 & 40 Additionally all links and websites listed on content page | | Key Terms Post Vietnam Era (all 3 chapters) 100 points |

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| Week 36 | Unit 4 Post Vietnam Era | Kennedy 41 & 42 Additionally all links and websites listed on content page | Second Semester Final Exam 290 points |
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Student Evaluation and Grading Policies

Generally grades are calculated using a total points method. The following Grading Scale will apply regardless of the total number of points assigned. At the instructor's discretion assignments, quizzes and tests may be augmented, supplemented or eliminated.

The Grading Scale shall apply regardless of the total number of points assigned.

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| 100-90 = | A |
| 89-80 = | B |
| 79-70 = | C |
| 69-60 = | D |
| 59 -below = | F |

Instructor Biography:

My name is Jim Kinsella. The kids call me BIGK. I taught at University High School in Normal Illinois for 14 years. I currently spend almost all my time working with Illinois Virtual School where I wear many hats, Senache, Coordinator of instructors, lackey, warehouseman, and teamster. IVHS and the students, teachers, and administrators involved in it have become like a family to me. At UHigh I taught U.S Studies, Survey of Philosophy, and AP European History. For IVS I taught AP Government, Civics in Cyberspace, U.S. Studies, and AP European History. I currently teach AP European History. I read a lot and I am on the computer almost all the time as you will find out, I traveled on motorcycle in all 50 states. I hold an MA in Humanities from Loyola University in Chicago. I was awarded the Excellence in Online Teaching Award for 2003. I hope you find this course and the stories it contains as interesting as I do. I have been teaching for CTD since May of 2009.

Course Requirements

- All Gifted LearningLinks (GLL) courses require a properly-maintained computer with broadband Internet access, a recent-version of Mozilla Firefox, and a stable email account. Please don't change your email once you have registered for a course, because difficulties in communication will greatly affect your success in the course!
- All GLL courses use the Blackboard Course Management System. Web browsers must be Java- and cookie-enabled.
- Please check your email and the Blackboard Classroom 3—4 times a week!
- You are expected to be familiar with standard computer operations (e.g., login, cut & paste, email attachments) and to acquaint themselves with the Blackboard Course Management System and Acrobat Connect (formerly called Breeze) software prior to the

start of class. Tutorials for using the software are in the Blackboard Classroom in the GLL Tutorials link.

- In order to be successful in an online course, you need the following skills:
 - self-direction
 - independent time management
 - ability to meet deadlines

Intellectual Ownership, Academic Honesty, & Netiquette

The Gifted LearningLinks online course environment is offered as a virtual space where students and professionals may meet, communicate, and collaborate. Participants are expected to behave as they would in the workplace or in a face-to-face classroom, following online rules of etiquette (netiquette). Students are expected to act with honesty and personal integrity in all of their academic work and social interactions. This applies to all academic exercises including assignments, papers, labs, and assessments. See the CTD Web site for specific details: www.ctd.northwestern.edu/learning/policies

Academic and Performance Expectations

Gifted LearningLinks courses are intended for highly motivated, independent learners.

- While instructors initiate contact with students, it is each student's responsibility to contact the instructor with questions and concerns.
- While online programming provides students with the flexibility to schedule study time around their other academic and personal commitments, GLL students must be able to:
 - Devote the appropriate amount of time per week to study for their courses (see above chart)
 - Plan ahead and meet all assignment and test deadlines as set out in the course syllabus.
- Unless prior arrangements have been made with the instructor, students are expected to follow the course syllabus and meet all course requirements outlined therein.
- Performance issues will be resolved in the following ways:
 - Instructor and student will confer
 - Instructor will contact the parent(s)/guardian(s)
 - Gifted LearningLinks staff will arrange a conference with the student, parent(s)/guardian(s) and instructor.
 - Chronic performance problems unresolved by the above measures may warrant dismissal from the program. If CTD dismisses a student from a Gifted LearningLinks course, CTD will enter a grade of "X" for that course on the student's transcript.