



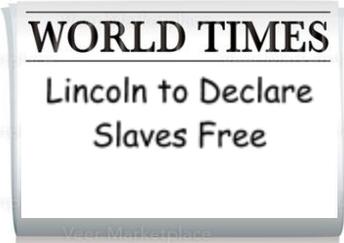
UNITED STATES AND VIRGINIA HISTORY COURSE OPTIONS FOR JUNIORS

Criteria	Academic United States and Virginia History	AP United States History	Dual Enrollment United States History
High School Credit	Satisfies US and Virginia High School Credit Requirements for advanced and standard diploma.	Satisfies US and Virginia History High School Credit Requirement for advanced and standard diploma.	Satisfies US and Virginia History High School Credit Requirement for advanced and standard diploma.
College Credit	None.	Possible 6 college credits depending on performance on AP Exam and choice of college. Most competitive colleges prefer AP to Dual Enrollment. Most competitive colleges give credit for an AP test score of 4 or 5.	6 College Credits guaranteed for VA Schools Possible College Credit for out-of-state schools. Any grade less than a C will not transfer to NOVA or many other colleges.
Drop	No requirement.	No requirement.	NOVA requires students to drop the course at semester if you have a D or F. And also highly recommends dropping at the semester if you have a C.
Curriculum	Based on LCPS and Virginia requirements.	Based on College Board requirements.	Based on combination of LCPS and Virginia requirements with a Community College approved syllabus.
Assessment	End of Year SOL Test Required.	End of Year SOL Test required. AP Exam (optional or required for consideration for college credit).	End of Year SOL Test Required. A PLACEMENT TEST MAY BE NECESSARY prior to taking course or PSAT score equivalent.
Cost and application process	No cost.	\$91.00 to take AP Exam.	No cost. Must formally apply to NOVA
GPA Impact	No GPA bump.	1.0 GPA bump on high school transcript upon satisfactory completion of course.	1.0 GPA bump on high school transcript upon satisfactory completion of both courses.

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SAMPLE WORK

Type of Work	Academic	AP	Dual Enrollment
Writing	<ul style="list-style-type: none"> • Homework based writing • Short Answer question on every unit test 	<ul style="list-style-type: none"> • Minimum 1 Essay per quarter • Short Answer questions on every unit test (usually 4-5 sentences) • End of Year Research Paper 	<ul style="list-style-type: none"> • 1 Long Essay per quarter • 1 DBQ per quarter • Short Answer questions on every unit test and quiz • Research Paper
Sample Classroom Activities	<ul style="list-style-type: none"> • Analysis of Select Historical Documents • Written/Visual projects • Homework nightly reviewing specific concepts 	<ul style="list-style-type: none"> • Primary Source Analysis • Film Analysis • Extensive note taking • Textbook readings (usually 1 chapter per week)) with weekly quizzes • Homework nightly involving readings • AP Exam Prep • Essay writing training. 	<ul style="list-style-type: none"> • Primary Source Analysis • 1 outside book per semester • Socratic Seminars • Discussion Boards • Textbook readings with quizzes • Homework nightly involving readings
Sample test questions	<p>Short Answer Question: Explain 3 important differences between the Federalists and Anti-Federalists during the ratification debate.</p> <p>Multiple Choice</p> 	<p>DBQ : analytical essay that uses documents to answer question. 2015 question: Explain the reasons why a new conservatism rose to prominence in the United States between 1960 and 1989.</p> <p>Multiple Choice <i>"We conclude that in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal."</i> Chief Justice Earl Warren's opinion in Brown v. Board of Education of Topeka, 1954</p> <p>Which of the following was the most immediate result of the decision excerpted?</p>	<p>Long Essay: Historians have traditionally labeled the period after the War of 1812 the "Era of Good Feelings." To what extent does that phrase accurately describe the post War of 1812 period?</p> <p>Multiple Choice</p> 

	<p>The newspaper headline above would have followed which major Civil War battle?</p> <ul style="list-style-type: none">A. GettysburgB. VicksburgC. AntietamD. Atlanta	<p>(A) Radicals critiqued government actions as doing too little to transform the racial status quo.</p> <p>(B) Education advocates raised awareness of the effect of poverty on students' opportunities.</p> <p>(C) Civil rights activists became increasingly divided over tactical and philosophical issues.</p> <p>(D) Segregationists in southern states temporarily closed many public schools in an effort to resist the decision.</p>	<p>The sentiments such as those depicted in the cartoon above most directly contributed to which of the following?</p> <ul style="list-style-type: none">a. Breakdown in trust between sectional political leadersb. The willingness of abolitionists to use violence to achieve their goalsc. Repeated attempts at political compromised. Growing distrust in the Supreme Court
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