

All Forms of Proposals are due by February 25, 2011

Use the Vicksburg Community Schools Proposal Form and the form outline as indicated. This form will be used as your cover sheet. Check each item as you edit or create your final draft.

• Proposal Background & Overview – Write a narrative that includes:

- Relevant background/history.
- Problem or other basis for the proposal (i.e. student needs, etc.).
- Reasons for making the change.
- Targeted students and District/Building/Curriculum Area Goals.

• Complete Description of Proposed Change(s):

- List all major changes, components and/or strategies of the proposal.
- Give rationale for each change (base the rationale on research or best practice information).
- Include new course/textbook title, course/textbook replaced, credit, and prerequisite(s).
- Attach the current benchmarks/EPS, course outline, and/or general syllabus (models available upon request – contact curriculum office – VAB)

• Implementation Plan

- Give a full explanation of the implementation timeline, action items, and responsibilities for implementing.
- *Itemize, in detail, all proposal costs. Include 1st year costs and a budget to maintain the proposal after implementation. Include resource needed to support change. (texts, soft/hardware, consumables, substitute cost, training, equipment, personnel). Use resource expenditures worksheet to itemize all costs.

• Anticipated/Expected Impact

- Explain the anticipated proposal outcomes. Describe how the proposal will impact students, staff, and the instructional program. Include expected gains in student success. Include how this proposal articulates with other courses/levels in this subject area & across the curriculum (scope and sequence) and, strategies for coordinating with other departments/levels.

• Proposal Evaluation Plan and Student Achievement

- Explain the means of assessment & grading (semester project, term paper, objective-based tests, surveys, workshop feedback).
- Explain how this proposal will be evaluated, the timeline used, what data is to be collected (survey results, district assessments), and how the evaluation will be reported.

Name: Rob Johnson

Department and Curriculum Area: HS Social Studies

Building: Vicksburg High School

Principal's Signature: 

Title of Proposal: AP American History Course

Committee Chair: Daryl Zartman

Committee Members: Rob Johnson, Daryl Zartman, Brian Lambdin, Sue Balsley, Shanna Page, John O'Toole

Dates of Board Review and Action: _____

AP US History Proposal 2011-12 6/7/2011

Proposal Background & Overview:

Proposal History and Background.

In 2009-10, Vicksburg High School implemented a major schedule change, moving from a block format to a seven hour day. In addition, Humanities was discontinued in favor of separate Social Studies and Reading/Writing courses. The goal of these changes is an increase in the amount of contact hours and rigor in both the Social Studies and English Language Arts courses, through the addition of Advanced Placement course in both content areas. This proposal continues the process with the addition of Advanced Placement United States History. This challenging course is designed to be the equivalent of a freshman college survey course. Areas of concentration include historical, political, and economic history coupled with the study of cultural, social, and intellectual institutions. AP American history requires students to possess strong reading, writing, and analytical skills. The development of research and presentation skills is emphasized. Students that successfully master the course and pass the AP Exam may earn college credit while in high school.

Complete Description of Proposed Change(s):

Advanced Placement United States History is offered to any student in grades nine through twelve. The course will utilize a variety of teaching methods to provide students with the analytic skills and factual knowledge necessary to deal critically with problems and materials in U.S. history. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical thinking skills, essay writing, interpretation of original documents and historiography. Students are expected to participate in class verbally through discussions of primary documents and events, debates of key issues and possible mock trials. Furthermore, students are expected to continually develop writing skills through regular short essays, essay exams and maintain a notebook of all class materials.

The course time frame ranges from the founding of America through modern times. The course syllabus aligns with the AP requirements. Upon completion of the course, students will be prepared to take the spring AP American History exam.

Course Objectives:

- Master a broad body of knowledge
- Demonstrate an understanding of historical chronology
- Use historical data to support an argument or position
- Differentiate between different schools of historical thought
- Interpret and apply data from original documents, including cartoons, graphs, letters, works of art, music lyrics, etc.
- Effectively use analytical skills of evaluation, cause and effect, compare and contrast
- Work effectively with others to produce products (such as original DBQs, PowerPoint presentations, review sheets for the entire class) and solve problems
- Prepare for and successfully pass the Advanced Placement Exam

Implementation Plan:

Development or course syllabus	January 2011 – June 2011
Meet with potential students to review summer assignments	June, 2011
4-day seminar on teaching AP American History	Rob Johnson attending – June 27 – 30th
Research theme approach for teaching AP American History	Summer 2011

Meeting with Pat Pearson, veteran Gull Lake AP American History Instructor	July, 2011
Develop Unit Lesson Plans	June – July, 2011
AP Central Board approval of Vicksburg course Syllabus	Summer, 2011
Course begins	August, 2011
AP American History Exam	May, 2011

Proposal Costs:

Number of Items	Materials	Cost
35	A People’s History of the United States by Howard Zinn	\$509.81
35	American Pageant Textbooks – Holt McDougal	\$5,072.38
Total Proposal Cost		\$5,582.19

Anticipated/Expected Impact:

Advanced Placement American History allows Vicksburg High School students another opportunity for a rigorous Social Studies course, in addition to the current AP World History, AP Government, and AP Psychology courses. At this time, 30 students have registered for AP American History. Again, students that successfully master the course and pass the AP Exam may earn college credit while in high school, and will be better prepared for the rigors of college studies.

Proposal Evaluation Plan and Student Achievement:

The course will be evaluated by monitoring student interest (How many are taking the class and are students motivated to participate?), the number of students choosing to take the exam, and the exam scoring levels.



RECOMMENDATION FOR COURSE CHANGES/ADDITIONS

Dept. and Curriculum Area: Social Studies

New Course Title: Advanced Placement United States History

Replaces Course; NA

Credit: One credit Half Credit Required for Graduation? Yes No
 Honors Level Advanced Placement Remedial/Retrieval

Targeted students (grade level, special populations, restrictions)

Freshmen, sophomores, juniors, and seniors are eligible. There are no restrictions, as recommended by Advanced Placement.

Prerequisite(s)

There is no prerequisite for this course. Counselors and social studies teachers will provide students the necessary information on course expectations, and encourage potential students to take the course.

Reasons for Making Change (What student needs will this course address?)

The addition of Advanced Placement United States History provides an additional AP option for Vicksburg students. This course increases the number of AP courses in the social studies department. In addition to AP United States History, students can also take AP Government, World History, and Psychology.

Course Description (attach course outline, content expectations, & general syllabus)

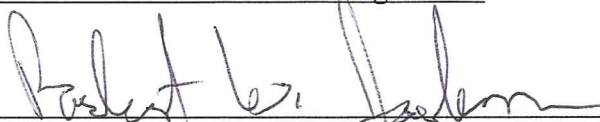
See Attached

How does the course articulate with other courses/levels?

As freshmen, this would replace the required merit curriculum US History course. Sophomores, juniors, and seniors would take this as an elective. It's an opportunity for interested students to extend their learning from their freshman course to more advanced United States History studies.

Rationale for Honors Course Designation (if applicable):

Advanced Placement designation

 Person Submitting Proposal

 Principal/Administration Liaison

_____ Superintendent