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studying our review section completing all six practice exams and carefully checking the answer explanations students can discover their strengths and weaknesses and prepare themselves effectively for the actual ap u s history examination teachers of ap u s history courses will also find rea s book and software to be an excellent resource in the classroom in fact many ap instructors use it as a supplementary text because it so comprehensively supports and addresses specific curriculum objectives for the course and exam our interactive testware software is an outstanding tool to help boost your students test taking confidence for testware site license information point your browser to rea com and click on teachers corner about the testthe advanced placement program is designed to allow high school students to pursue college level studies while attending high school the three hour five minute ap u s history exam is usually given to high school students who have completed a year s study in a college level u s history course the test results are then used to determine the awarding of course credit and or advanced course placement in college according to the college board students taking this exam are called upon to demonstrate systematic factual knowledge and bring to bear critical persuasive analysis of the full sweep of u s history this is why we make every effort to establish and build upon context for you rather than encouraging rote memorization of disconnected facts the ap u s history exam is divided into two sections 1 multiple choice this section is composed of 80 multiple choice questions designed to gauge your ability to understand and analyze u s history from the colonial period to the present the majority of the questions however are based on 19th and 20th century history this section tests factual knowledge scope of preparation and knowledge based analytical skills you ll have 55 minutes to complete this section which accounts for 50 percent of your final grade 2 free response this section is composed of three essay questions designed to measure your ability to write coherent intelligent well organized essays on historical topics the essays require you to demonstrate mastery of historical interpretation and the ability to express views and knowledge in writing the essays may relate documents to different areas analyze common themes of different time periods or compare individual and group experiences which reflect socioeconomic racial gender and ethnic differences part a consists of a mandatory 15 minute reading period followed by 45 minutes during which you must answer a document based question dbq which changes from year to year in part b the student chooses to answer on two of the topics that are given you will have 70 minutes to write these essays the free response section counts for 50 percent of your final grade these topics are broken down into thirds political institutions 1 3rd social and economic change 1 3rd behavior and public policy diplomacy and international relations intellectual and cultural development 1 3rd the time periods covered are as follows pre colonial through 1789 1 6th of exam 1790 1914 1 2 of exam 1915 present 1 3rd of exam about the review sectionthis book begins with rea s concise yet thorough 230 page review of u s history designed to acquaint you with the exam s scope of coverage our review covers these topics and historical time periods the colonial period 1500 1763 the american revolution 1763 1787 the united states constitution 1787 1789 the new national 1789 1824 jacksonian democracy and westward expansion 1824 1850 sectional conflict and the causes of the civil war 1850 1860 the civil war and reconstruction 1860 1877 industrialism war and the progressive era 1877 1912 wilson and world war i 1912

1920 the roaring twenties and economic collapse 1920 1929 the great depression and the new deal 1929 1941 world war ii and the post war era 1941 1960 the new frontier vietnam and social upheaval 1960 1972 watergate carter and the new conservatism 1972 2001

scoring the exam the multiple choice section of the exam is scored by crediting each correct answer with one point and deducting one fourth of a point for each incorrect answer you will neither receive a credit nor suffer a deduction for unanswered questions the free response essays are graded by instructors and professors from across the country who come together each june for a week of non stop ap essay grading each essay booklet is read and scored by several graders each grader provides a score for the individual essays the dbq is scored on a scale from 0 to 15 0 being the lowest and 15 the highest each topic based essay receives a score from 0 to 9 these scores are concealed so that each grader is unaware of the previous graders assessments when the essays have been graded completely the scores are averaged one score for each essay so that the free response section generates three scores the total weight of the free response section is 50 percent of the total score your work in the multiple choice section counts for the other 50 percent each year grades fluctuate slightly because the grading scale is adjusted to take into account the performance of the total ap u s history test taker population when used with the corresponding chart the scoring method we present here will strongly approximate the score you would receive if you were sitting for the actual ap u s history exam

scoring the multiple choice section for the multiple choice section use this formula to calculate your raw score $\text{number right} - \frac{1}{4} \times \text{number wrong}$ raw score round to the nearest whole number

scoring the free response section for the free response section use this formula to calculate your raw score dbq essay 1 essay 2 raw score round to the nearest whole number you may want to give your essays three different grades such as a 13 10 and an 8 and then calculate your score three ways as if you did well average and poorly this will give you a safe estimate of how you will do on the actual exam try to be objective about grading your own essays if possible have a friend teacher or parent grade them for you make sure your essays follow all of the ap requirements before you assess the score the statistical formulations used by the ap program preclude our rea practice test scoring system from precisely replicating the procedures and determinations of the ap program bear in mind that the cut off point between each of the five ap grades typically shifts slightly from year to year this occurs both because one year s exam cannot be expected to be exactly as difficult as another year s and because no two test taker groups can be expected to be equally strong the composite score to obtain your composite score use this method $1 \frac{1}{3} \times \text{multiple choice raw score} + \text{weighted multiple choice score}$ do not round $2 \frac{2}{3} \times \text{free response raw score} + \text{weighted free response score}$ do not round now add the two weighted sections together and round to the nearest whole number the result is your total composite score see the range within which your score falls on this table to approximate your final grade

ap grade	composite score range
5	114 - 180
4	91 - 113
3	74 - 90
2	49 - 73
1	0 - 48

these overall scores are interpreted as follows 5 extremely well qualified 4 well qualified 3 qualified 2 possibly qualified and 1 no recommendation most colleges grant students who earn a 3 or better either college credit or advanced placement check with your high school s guidance office about specific requirements contacting the ap program prospective examinees should

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for the advanced placement course in u s history in fact many ap instructors use it as a supplementary text because it so comprehensively supports and addresses specific curriculum objectives for the course and exam about the test the advanced placement program is designed to allow high school students to pursue college level studies while attending high school the three hour five minute ap u s history exam is usually given to high school students who have completed a year s study in a college level u s history course the test results are then used to determine the awarding of course credit and or advanced course placement in college according to the college board students taking this exam are called upon to demonstrate systematic factual knowledge and bring to bear critical persuasive analysis of the full sweep of u s history this is why we make every effort to establish and build upon context for you rather than encouraging rote memorization of disconnected facts the ap u s history exam is divided into two sections 1 multiple choice this section is composed of 80 multiple choice questions designed to gauge your ability to understand and analyze u s history from the colonial period to the present the majority of the questions however are based on 19th and 20th century history this section tests factual knowledge scope of preparation and knowledge based analytical skills you ll have 55 minutes to complete this section which accounts for 50 percent of your final grade 2 free response this section is composed of three essay questions designed to measure your ability to write coherent intelligent well organized essays on historical topics the essays require you to demonstrate mastery of historical interpretation and the ability to express views and knowledge in writing the essays may relate documents to different areas analyze common themes of different time periods or compare individual and group experiences which reflect socioeconomic racial gender and ethnic differences part a consists of a mandatory 15 minute reading period followed by 45 minutes during which you must answer a document based question dbq which changes from year to year in part b the student chooses to answer on two of the topics that are given you will have 70 minutes to write these essays the free response section counts for 50 percent of your final grade these topics are broken down into thirds political institutions 1 3rd social and economic change 1 3rd behavior and public policy diplomacy and international relations intellectual and cultural development 1 3rd the time periods covered are as follows pre colonial through 1789 1 6th of exam 1790 1914 1 2 of exam 1915 present 1 3rd of exam about the review section this book begins with rea s concise yet thorough 230 page review of u s history designed to acquaint you with the exam s scope of coverage our review covers these topics and historical time periods the colonial period 1500 1763 the american revolution 1763 1787 the united states constitution 1787 1789 the new national 1789 1824 jacksonian democracy and westward expansion 1824 1850 sectional conflict and the causes of the civil war 1850 1860 the civil war and reconstruction 1860 1877 industrialism war and the progressive era 1877 1912 wilson and world war i 1912 1920 the roaring twenties and economic collapse 1920 1929 the great depression and the new deal 1929 1941 world war ii and the post war era 1941 1960 the new frontier vietnam and social upheaval 1960 1972 watergate carter and the new conservatism 1972 2001 scoring the exam the multiple choice section of the exam is scored by crediting each correct answer with one point and deducting one fourth of a point for each incorrect answer you will neither receive a credit nor suffer a

deduction for unanswered questions the free response essays are graded by instructors and professors from across the country who come together each June for a week of non-stop AP essay grading each essay booklet is read and scored by several graders each grader provides a score for the individual essays the DBQ is scored on a scale from 0 to 15 0 being the lowest and 15 the highest each topic-based essay receives a score from 0 to 9 these scores are concealed so that each grader is unaware of the previous graders' assessments when the essays have been graded completely the scores are averaged one score for each essay so that the free response section generates three scores the total weight of the free response section is 50 percent of the total score your work in the multiple choice section counts for the other 50 percent each year grades fluctuate slightly because the grading scale is adjusted to take into account the performance of the total AP U.S. History test taker population when used with the corresponding chart the scoring method we present here will strongly approximate the score you would receive if you were sitting for the actual AP U.S. History exam

Scoring the Multiple Choice Section for the multiple choice section use this formula to calculate your raw score: $\text{Number Right} - \frac{1}{4} \times \text{Number Wrong}$ round to the nearest whole number

Scoring the Free Response Section for the free response section use this formula to calculate your raw score: $\frac{\text{DBQ} + \text{Essay 1} + \text{Essay 2}}{3}$ round to the nearest whole number

You may want to give your essays three different grades such as a 13, 10, and an 8 and then calculate your score three ways as if you did:

An Essential Guide for Over-Scheduled Teachers by Maia Heyck-Merlin helps teachers build the habits, customize the tools, and create space to become a "together teacher." This practical resource shows teachers how to be effective and have a life. Author and educator Maia Heyck-Merlin explores the key habits of together teachers: how they plan ahead, organize work, and their classrooms; and how they spend their limited free time. The end goal is always strong outcomes for their students. So what does "together" or "together enough" look like to some teachers? It might mean neat filing systems; to others, it might mean using time efficiently to get more done in fewer minutes. Regardless, together teachers all rely on the same skills. In six parts, the book clearly lays out these essential skills. Heyck-Merlin walks the reader through how to establish simple yet successful organizational systems; there are concrete steps that every teacher can implement to achieve greater stability and success in their classrooms and in their lives. The book contains templates and tutorials to create and customize a personal organizational system and includes a companion website, thetogetherteacher.com, which recommends various electronic or online tools to make a teacher's school day and life more efficient and productive. Includes a reader's guide, a great professional development resource. Teachers will answer reflection questions, make notes about habits, and select tools that best match individual needs and preferences. Ebook customers can access CD contents online. Refer to the section in the table of contents labeled "Download CD/DVD Content" for detailed instructions.

The *Essential Test Guide* is the most comprehensive and up-to-date guide available for the AP U.S. History exam. Written by a team of experienced AP teachers, the book covers all of the information you need to know from the colonial era to the 21st century. In addition to providing

all of the information you need to know about the ap us history exam the essential test guide also includes helpful tips and strategies for success the book teaches you how to approach each type of question on the exam and it provides tips for managing your time and staying focused whether you re a struggling student who needs to improve your grade or a top student who wants to perfect your score the essential test guide is the perfect resource for you with its clear explanations helpful tips and practice questions the essential test guide will help you achieve your goals on the ap us history exam the essential test guide has been updated to reflect the latest changes to the exam and it includes all of the information you need to know to succeed don t wait another minute to prepare for the ap us history exam order your copy of the essential test guide today features covers all of the information you need to know for the ap us history exam written by a team of experienced ap teachers includes helpful tips and strategies for success up to date and comprehensive benefits improve your grade on the ap us history exam perfect your score on the ap us history exam get into the college of your choice get a head start on your college studies order your copy of the essential test guide today if you like this book write a review

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every academic discipline has an origin story complicit with white supremacy racial hierarchy and colonialism structured the very foundations of most disciplines research and teaching paradigms in the early twentieth century the academy faced rising opposition and correction evident in the intervention of scholars including w e b du bois zora neale hurston carter g woodson and others by the mid twentieth century education itself became a center in the

struggle for social justice scholars mounted insurgent efforts to discredit some of the most odious intellectual defenses of white supremacy in academia but the disciplines and their keepers remained unwilling to interrogate many of the racist foundations of their fields instead embracing a framework of racial colorblindness as their default position this book challenges scholars and students to see race again examining the racial histories and colorblindness in fields as diverse as social psychology the law musicology literary studies sociology and gender studies seeing race again documents the profoundly contradictory role of the academy in constructing naturalizing and reproducing racial hierarchy it shows how colorblindness compromises the capacity of disciplines to effectively respond to the wide set of contemporary political economic and social crises marking public life today

by the early twenty first century a startling consensus had emerged about the overall aim of american school reform in an era of political discord and in a field historically known for contentiousness the notion of promoting educational excellence for all students was a distinct point of bipartisan agreement shaped by a corps of entrepreneurial reformers intent on finding what works and taking it to scale this hybrid vision won over the nation s most ambitious and well resourced policy leaders at foundations and nonprofits in state and federal government and in urban school districts from coast to coast excellence for all might at first glance appear to be nothing more than a rhetorical flourish who after all would oppose the idea of a great education for every student yet it is hardly a throwaway phrase rather it represents a surprising fusion of educational policy approaches that had been in tense opposition throughout the twentieth century those on the right favoring social efficiency and those on the left supporting social justice this book seeks to understand why the excellence for all vision took hold at the time it did unpacks the particular beliefs and assumptions embedded in it and details the often informal coalition building that produced this period of consensus examining the nation s largest urban school districts los angeles chicago and new york the author details three major reform efforts in chapters titled the right space the small schools movement the right teachers teach for america and the right curriculum expanding advanced placement

the terrorist attacks of september 11 2001 dramatically changed many aspects of american society and the ramifications of that horrific event are still impacting the domestic and foreign policies of the united states yet fifteen years after 9 11 an event that was predicted to change the scope of public education in the united states we find that the social studies curriculum remains virtually the same as before the attacks for a discipline charged with developing informed citizens prepared to enter a global economy such curricular stagnation makes little sense this book which contains chapters from many leading scholars within the field of social studies education both assesses the ways in which the social studies curriculum has failed to live up to the promises of progressive citizenship education made in the wake of the attacks and offers practical advice for teachers who wish to encourage a critical understanding of the post 9 11 global society in which their students live

new technologies have radically transformed our relationship to information in general and to

little bits of information in particular the assessment of history learning which for a century has valued those little bits as the centerpiece of its practice now faces not only an unprecedented glut but a disconnect with what is valued in history education more complex processes historical thinking historical consciousness or historical sense making demand more complex assessments at the same time advances in scholarship on assessment open up new possibilities for this volume kadriye ercikan and peter seixas have assembled an international array of experts who have collectively moved the fields of history education and assessment forward their various approaches negotiate the sometimes conflicting demands of theoretical sophistication empirically demonstrated validity and practical efficiency key issues include articulating the cognitive goals of history education the relationship between content and procedural knowledge the impact of students language literacy on history assessments and methods of validation in both large scale and classroom assessments new directions in assessing historical thinking is a critical research oriented resource that will advance the conceptualization design and validation of the next generation of history assessments

this book is an extension of my vocation guiding others through the college search process it is intended to help students parents educators and allies be better informed as to the benefits of being educated and the path or paths one can take in achieving an education it is intended to demystify and explain what has become complicated and complex to reduce this process to its simplest form the purpose of this book is to show everyone that finding selecting and going to college is not in fact rocket science

this book contains the thoroughly refereed papers from the 9th international ershov informatics conference psi 2014 held in st petersburg russia in june 2014 the 17 revised full papers 11 revised short papers and 2 system and experimental papers presented in this book were carefully reviewed and selected from 80 submissions the volume also contains 5 keynote talks which cover a range of hot topics in computer science and informatics the papers cover various topics related to the foundations of program and system development and analysis programming methodology and software engineering and information technologies

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