



HISTORY QUESTIONNAIRE

Information for Sending School Teachers

Alzar School semesters include time spent at our campus in Cascade, Idaho and on both wilderness and international expeditions, including 5-6 weeks in Chile. The school is fully accredited by the Northwest Accreditation Commission and AdvancED. We are approved by College Board to offer certain AP Courses. Students will leave the semester with an official transcript for the credits they earn while at the school.

The Alzar School is for highly motivated students. Alzar School is not the place to work through academic, behavioral or psychological problems. Prior physical and mental conditioning and a positive attitude are a necessity. Students find a semester at the Alzar School to be an extremely demanding experience both academically and physically, as well as extremely rewarding. As you may know, one of your students has decided to spend one semester of next year as a participant in the Alzar School semester leadership development.

The Alzar School History description is as follows:

In World History, students will study ancient civilizations such as Egypt and Greece, and the Mayan, Aztec and Incan Empires. They will study the Roman and Byzantine Empire, Islam and the West during the Early Middle Ages. They will emphasize their study on the pre-Columbian history of Chile during their expedition there. Students will study the High Middle Ages, Renaissance, and Reformation. They will review the progress of science, Enlightenment and revolutions around the world. They will learn about large social and economic systems/theories. Their study will examine the 20th century through the lens of post- World War II Chile during their expedition there.

In US History, students study themes including the American identity, economic evolution and American foreign policy. Students will examine the pre- Columbian history of the Americas, colonization, and the Revolutionary War. They will study the causes of and the history of the Civil War, through the period of Reconstruction. Students will study imperialism, the Progressive Era, and the U.S. involvement in WWI. They will learn about the Roaring Twenties, Great Depression, and the New Deal, leading into WWII, the Cold War and postwar society. They will discuss the Civil Rights movement and the culture of the U.S. during the 1960s, as well as look at US involvement in Latin America in the Cold War era.

Based on information you share with us in this questionnaire, we will work to help our students be prepared to return to their sending schools and be successful in the progressions there. With 26 students from different schools around the country, it is very helpful to know what each student would be doing at their sending school during his/her semester with us. This way, if there is work that a student needs to tackle independently during either winter vacation or during summer, they will have some guidance. Our teachers will use the information from this form to hit as many common objectives as we can during the student's semester at Alzar School and conference with students to help them identify areas they will need to work on independently before returning to their sending school.

Thank you very much for taking the time to help us meet the needs of your student(s).

Basic information SHOULD be completed by the student in advance of giving form to teacher.

Student's Name: _____ Semester Attending Alzar School (circle one): Fall or Spring Year: _____

Name of Sending School: _____ Sending School Phone Number: _____

Teacher's Name: _____ Email: _____ Direct Phone Number: _____

Please describe the schedule for your school. Do you have semesters or trimesters? When is the break between blocks?

Title of history course for semester student will be at Alzar School*:

Please list the history courses previously taken by the student*:

**Please include both title and course numbers (if your school uses them).*

Which track is the student on for your school? (for history only)

Lowest

Middle

Honors/Accelerated/Advanced

We do not have tracks

Will the student be required to take some sort of exam/test upon his or her return to his or her sending school?

YES NO

Please provide the name, publisher, and edition of textbook you use for the history course the student will be taking at Alzar School*:

Also, if specific chapters are covered during the semester the student will be at Alzar School, please list those chapters.

**If applicable. If you don't use a textbook, please indicate any other relevant resources.*

NOTE: In this form, following this page there are individual pages are for all history courses offered at the Alzar School. The student and sending school teacher only needs to complete the sections relevant to the course the student would be taking at the sending school.

Specific World History and Civilizations Topics

	This topic was/will be covered prior to the student's semester at Alzar School.	This topic will should introduced while the student is at Alzar School.	This topic will be covered after the student's semester at Alzar School.
The Peopling of the World: Prehistory to 2500 BCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early River Valley Civilizations: 3500 BCE - 450 BCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People and Ideas on the Move: 3500 BCE - 259 BCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
First Age of Empires: 1570 BCE - 200 BCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classical Greece: 2000 BCE - 300 BCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ancient Rome and Early Christianity: 500 BCE - 500 CE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
India and China Establish Empires: 300 BCE - 550 CE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
African Civilizations: 1500 BCE - CE 550	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Americas: A Separate World, 40,000 BCE - CE 700	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Muslim World: 600 CE - 1250 CE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Byzantines, Russians, and Turks Interact: 500 - 1500	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Empires in East Asia: 600 CE -1350 CE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
European Middle Ages: 500-1200 CE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Formation of Western Europe: 800 CE - 1500 CE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Societies and Empires of Africa: 800 CE - 1500 CE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People and Empires in the Americas: 900 CE - 1500 CE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
European Renaissance and Reformation: 1300 CE- 1600 CE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Muslim World Expands: 1300 CE - 1700 CE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An Age of Exploration and Isolation: 1400 CE - 1800 CE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Atlantic World: 1492 CE - 1800 CE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Absolute Monarchs in Europe: 1500 CE- 1800 CE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enlightenment and Revolution: 1550 CE - 1789 CE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French Revolution and Napoleon: 1550 CE- 1789 CE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nationalist Revolutions Sweep the West: 1789 CE - 1900 CE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Industrial Revolution: 1700 CE - 1900 CE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An Age of Democracy and Progress: 1815 CE - 1914 CE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Age of Imperialism, 1850 CE - 1914 CE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transformations Around the Globe: 1800 CE - 1914 CE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Great War: 1914 CE - 1918 CE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Revolution and Nationalism: 1900 CE - 1939 CE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Interwar Crisis: 1919 CE - 1939 CE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
World War II: 1939 CE - 1945 CE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restructuring the Postwar World: 1945 CE - Present	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Colonies Become New Nations: 1945 CE - Present	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Struggles for Democracy: 1945 CE - Present	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Global Interdependence: 1960 CE - Present	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is the student planning on taking an AP exam following this course? YES NO

Is there any other information about your course that would be helpful to the student?

Please attach a copy of the course syllabus to this form, and any other information you feel would help the student during the semester they are at the Alzar School.

Teacher's Signature: _____ Date: _____

Thank you for taking the time to complete this form. Our teachers may follow up with you with questions about your curriculum.

Specific US History Topics

	This topic was/will be covered prior to the student's semester at Alzar School.	This topic will should introduced while the student is at Alzar School.	This topic will be covered after the student's semester at Alzar School.
History and the American Identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Rise of Colonial America	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
American Independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Republican Experiment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeffersonian Republicanism and the Era of Good Feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jacksonian America	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manifest Destiny and Sectionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The American Civil War and Reforging the Union	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Trans-Mississippi West, American Industrialization, the Gilded Age, and the Advent of Urban and Rural America During the Gilded Age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
American Progressives and American Foreign Policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Roaring 20s and the Great Depression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Second World War	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Cold War and 1950s Prosperity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The 1960s and the Civil Rights Movement, Counterculture, and Vietnam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The 1970s: Caution in a Crazy World	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The 1980s and Beyond: Conservatism Triumphant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is the student planning on taking an AP exam following this course? YES NO

Is there any other information about your course that would be helpful to the student?

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Teacher's Signature: _____ Date: _____

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