

US History CP

Course Description:

This is a yearlong course that may be completed in the 10th or 11th grade year. It is a thorough course covering the history of the United States and builds on what was learned in World History. Students will review the nation's beginnings, democratic ideals, and industrial transformation. They will trace the change in the ethnic composition of American society, the movement towards equal rights for racial minorities and women, and the role of the United States as a major world power. Students will consider major social problems of our time and trace their causes in historical events. They will learn that the United States has served as a model for other countries. Emphasis is placed on critical and evaluative thinking skills, essay writing, and interpretation of original documents.

Course Goals/Major Outcomes:

Students will work towards mastering the California State History-Social Science Content Standards. Student understanding of the standards will be measured by teachers, working collaboratively, to consider a multifaceted view of what constitutes a mature understanding of concepts. Students will demonstrate understanding by being able to:

- *Explain; with supporting facts and data
- *Interpret; by providing personal dimensions to ideas and events
- *Apply; by effectively using and adopting what is known in diverse contexts
- *Demonstrate perspective; by describing points of view of the big picture
- *Empathize; by finding value in the odd, alien, or implausible
- *Indicate self knowledge; by being aware of personal style and habit of mind

Course Objectives:

Students will meet the state standards for U.S. History. They will analyze and understand:

- *the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence
- *the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe
- *the role religion played in the founding of American, its lasting moral, social, and political impacts, and issues regarding religious liberty
- *Trace the rise of the United States to its role as a world power in the twentieth century
- *the major political, social, economic, technological, and cultural developments of the 1920s
- *the different explanation for the Great Depression and how the New Deal fundamentally changed the role of the federal government

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*America's participation in World War II

*the economic boom and social transformation of post-World War II America

*U.S. foreign policy since World War II

*the developments of federal civil rights and voting rights

*the major social problems and domestic policy issues in contemporary American Society.

Unit 1: Beginnings: Prehistory –1800

Topics: The World by 1500

Empires of the Americas

The English Colonies

Unit 2: Creating a Nation: 1763-1815

Topics: Independence

From confederation to Federal Union

Strong Start for the Nation

Unit 3: Growth and Change: 1790-1860

Topics: Nationalism and Economic Growth

Regional Societies

Working for Reform

Unit 4: War and Reunification: 1820-1900

Topics: Expansion and Conflict

Sectional Conflict Increases

The Civil War

Reconstruction and the New South

Unit 5: A Nation Transformed: 1860-1910

Topics: The Western Crossroads

The Second Industrial Revolution

The Transformation of American Society

Politics in the Gilded Age

Unit 6: World Power: 1897-1920

Topics: The Age of Reform

Progressive Politicians

America and the World

World War I

Unit 7: Prosperity and Crisis: 1919-1939

Topics: A Turbulent Decade
The Jazz Age
The Great Depression
The New Deal

Unit 8: World Conflicts: 1921-1960

Topics: The Road to War
Americans in World War II
The Cold War
Society After World War II

Unit 9: Changing Home front: 1960-1978

Topics: The New Frontier and the Great Society
The Civil Rights Movement
Struggles for Change
War in Vietnam

Unit 10: Modern Times: 1968-Present

Topics: From Nixon to Carter
The Republican Revolution
Launching the New Millennium

****Key Assignments:**

In addition to chapter readings, assignments, quizzes, and tests, students will complete the following major assignments.

Directions:

- All written assignments are to be typed or legibly written in ink.
 - The final paper/project, together with all drafts, will be submitted and the final product will be graded. The teacher or a colleague of the teacher will complete the assessment. The evaluator will consider spelling, grammar, vocabulary, depth of understanding, insight, and other qualities of good writing and whether or not the project meets the scope of the assignment. School approved guidelines for grading, commonly called rubrics, will be followed by the teachers in the grading of student writing assignments.
1. Students will complete a research project each semester on a topic of choice related to the thematic units. The project may take variety of formats according to the interests of the student: a formal written report, a series of book reports on one topic, a historical fiction story, a series of letters, etc. The teacher must approve the topic and format of the project. Each report must have a least three resources and include an outline and bibliography. One of the resources should be electronic (i.e. CD-Rom, Internet, course-specific software).

2. Students are to imagine that they desire to be immigrants to the United States of America. The time may be in the eighteenth, nineteenth, twentieth, or twenty-first century. Students will imagine that they have some skill, such as, a horse trainer (18th century), an ironworker (19th) a science teacher (20th), or a computer programmer (21st) and that the country from which they come has a quota on how many can enter. Each student is to develop a cover letter of application for immigration and a packet of back-up information that supports the application. The supporting documents would include such information as certificates of competence, certification of experience, and letters of recommendation. This application should be sufficiently convincing to the authorities that they would see the “immigrant” as an important asset to the economy, culture, or defense of the United States.
3. With a focus on California, prepare an oral presentation of at least 10 minutes, along with a written outline of the presentation, that explains how the world events from the late eighteenth century to the present have shaped or influenced this state. In doing this assignment, each student is to identify current social, cultural, economic, and political issues facing California and compare these modern day issues with those facing the citizens of California in the mid-nineteenth century. This presentation should include specifics, such as the reasons for and extent of immigration, citizen’s rights, economic expansion, and specific persons of influence then and now.
4. Using and understanding the significance of “Primary Sources” is a basic requirement for historians. Students will be expected to identify, select, study, and comment on at least three primary sources, also called documents. In the comment phase of this study, students will prepare an outline of the three selected documents. Each outline is to capture the essence of each document so that the teacher is able to determine that the student has correctly and adequately understood each document. Examples of primary source documents include: the Declaration of Independence, the United States Constitution, the “I Have A Dream” speech of Dr. Martin Luther King Jr., the Gettysburg Address of Abraham Lincoln, the Inaugural Speech of John F. Kennedy or other presidents, Chief Joseph’s speech, etc. Documents may be selected from one particular thematic unit or across units.
5. Identify and study the major problems of the world today, such as famine, poverty, political instability, war and terrorism, depletion of natural resources, and the struggle to defend human rights, prepare a written report of 700 to 1000 words that describes the responsibility of United States citizens and the U.S. government to work for morally just communities. In preparing this report consider the influence of Christianity and Judaism in the forming of Western Democratic thought.

Suggested materials include:

The American Nation (full volume); Holt, Rinehart, and Winston, c.2003
The American Nation; Prentice Hall, c. 2001

United States History, Globe Fearon,

Instructional Methods and/or Strategies:

Students will be expected to develop and present work samples described under the key assignments section as well as those required in the textbook/curriculum used. Students will work independently through the text as a primary resource. In order to support this process teachers will provide each student:

- *Opportunities to discuss and define complex issues orally or via email
- *Modeling of activities and expected outcomes
- *A variety of print and non-print resources
- *Modeling of study strategies appropriate for different learning styles
- *Discussions around points of view
- *Opportunities to summarize, analyze, compare/contrast, describe, classify, and persuade
- *Opportunities for practice in preparation for presentations

Assessment Methods and/or Tools:

A variety of assessment tools will be used. Written work, as described above, will be corrected in collaboration between the student, teacher, and parent. Assessment tools include but are not limited to:

- *Standardized tests, including STAR
- *Criterion based tests
- *Portfolio assessments
- *Student Journals
- *Teacher observation
- *Performance assessments using cameras and recorders
- *Student self-evaluation
- *Surveys and questionnaires
- *Written work, quizzes, and final exams must be completed at 75% accuracy rate to receive credit