

US History (3835) Course Overview Curriculum Document

Course Description

Awareness of history is an essential characteristic of any society. Historical knowledge is fundamental to understanding ourselves and others throughout history and today. In this course students will develop literacy and higher-order thinking skills that will aid them in becoming critical consumers of information. This course is structured into 4 guided inquiry units that give students opportunities to act as historians by carefully analyzing primary and secondary sources from multiple perspectives in order to understand the causes and effects and identify patterns of continuity and change, so that they can make connections between past events, people, and ideas to the present. Students will demonstrate a complete and accurate understanding of US History by making claims and supporting them with evidence-based reasoning.

Credits

1

Prerequisites

None

Board Approved

June, 2005

Revised

June, 2015; June, 2022

Required Assessments

- Unit 1: Document-based Question Assessment (Declarations of Freedom)
- Unit 2: Document-based Question Assessment (Voices Against Slavery)
- Unit 3: Short Answer Questions Assessment (The Great Depression)
- Unit 4 Document-based Question Assessment (Voices of Equality)

Textbooks/Resources

U.S. History American Stories. National Geographic Learning, a Cengage Learning Company, 2019. ISBN: 978-133-711-135-5

Course Essential Understandings

- As a result of successfully completing this course, students will:
- analyze multiple perspectives of causes and effects of historical events to explain how the past becomes the present.
 - identify patterns of change and continuity over time while taking into account the influence of historical context.
 - make connections between the past and the present by comparing events from the US History to a current issue or event
 - evaluate a variety of primary and secondary sources to interpret and explain the historical context, intended audience, purpose, and/or author’s point of view.
 - explore evidence from multiple sources that represent a range of perspectives.
 - develop claims to answer inquiry questions, cite evidence from multiple sources to support the claim, and explain on how the evidence supports the claim.
 - communicate conclusions using a variety of media and critique other’s claims for potential basis.
 - understand why we became a nation and the fundamental principles of our government and our individual freedoms.
 - understand US expansion and evolution of demographics and technology, and how it impacts everyday life of an American.
 - understand how social movements have molded who Americans are today.
 - understand how participation in various conflicts over the course of time has shaped American policies and our place in the World.

Course Essential Questions

Why do we study history? Why is it important? Why do we value it?

Unit Overviews

Unit Name	Unit Description	Unit Essential Question	Instructional Standards	Assessed Standards
Unit 1 - The Creation of a Nation	In this unit, students will understand the motivations of the early colonists to leave Europe, their evolving aspirations for freedom, and the struggles that they faced which led them to seek independence. Students will also investigate the important events and the founding principles that have shaped American government. Possible topics of study: <ul style="list-style-type: none"> ● Exploration of the Americas (1492-1650) ● The Thirteen Colonies (1585-1732) ● Colonial Development (1651-1763) ● The Road To Revolution (1763-1776) ● The American Revolution (1775-1783) ● From Confederation To Constitution (1776-1791) ● Growing Pains In The New Republic (1789-1800) 	<ul style="list-style-type: none"> ● What impact did European exploration have on the Americas? ● How did early settlers cope with challenges as they established the first thirteen colonies? ● How did a developing American identity unite the colonies? ● Why did the colonists decide to break from Britain? ● What factors helped America win the war? ● How did ideas about the role of state and national government evolve? ● What challenges did Americans in the new republic confront? 	Skill Standards: <ul style="list-style-type: none"> ● Stating a claim (SS.Inq3.a.m) ● Applying appropriate evidence (SS.Inq3.c.m) ● Communicating learning (SS.Inq4.a.m) Content Standards (Historical Understanding) <ul style="list-style-type: none"> ● Standard SS.Hist1 ● Standard SS.Hist2 ● Standard SS.Hist3 ● Standard SS.Hist4 	Skill Standards: <ul style="list-style-type: none"> ● Stating a claim (SS.Inq3.a.m) ● Applying appropriate evidence (SS.Inq3.c.m) ● Communicating learning (SS.Inq4.a.m) Content Standards (Historical Understanding) <ul style="list-style-type: none"> ● Standard SS.Hist1
Unit 2 - A Growing America	In this unit, students will understand the expansion of America, as territory grows, demographics change, and modern technology begins. Students will also understand the shaping of our modern government party system and the role it played on individuals’ rights. Additionally, students will investigate the US Civil War	<ul style="list-style-type: none"> ● In what ways did Thomas Jefferson’s policies change the country? ● How did new industries and inventions transform the United 	Skill Standards: <ul style="list-style-type: none"> ● Stating a claim (SS.Inq3.a.m) 	Skill Standards: <ul style="list-style-type: none"> ● Stating a claim (SS.Inq3.a.m) ● Applying

	<p>looking at how it initially divided the nation as well as the positive and negative effects of Reconstruction after the war.</p> <p>Possible topics of study:</p> <ul style="list-style-type: none"> • The Jefferson Years (1800-1816) • Expansion And Growth (1800-1844) • The Age of Jackson (1824-1840) • Manifest Destiny (1821-1853) • The Changing American Identity (1830-1860) • A Broken Nation (1846-1861) • Beginnings of War (1861-1862) • Turning Points of the War (1863-1865) • Reconstruction and the New South (1865-1877) • Westward Movement (1860-1900) 	<p>States economically, socially, and geographically?</p> <ul style="list-style-type: none"> • How did Andrew Jackson’s policies impact different groups of people in America? • Why were Americans inspired to move West? • How did immigration and reform influence American identity? • How did slavery divide the country? • How did the early years of the Civil War affect people on both sides of the conflict? • How did the United States transform during the Civil War? • In what ways did Reconstruction both succeed and fail? • How did westward migration affect the culture and way of life of Native American groups? 	<ul style="list-style-type: none"> • Applying appropriate evidence (SS.Inq3.c.m) • Communicating learning (SS.Inq4.a.m) <p>Content Standards (Historical Understanding):</p> <ul style="list-style-type: none"> • Standard SS.Hist1 • Standard SS.Hist2 • Standard SS.Hist3 • Standard SS.Hist4 	<p>appropriate evidence (SS.Inq3.c.m)</p> <ul style="list-style-type: none"> • Communicating learning (SS.Inq4.a.m) <p>Content Standards (Historical Understanding):</p> <ul style="list-style-type: none"> • Standard SS.Hist1 • Standard SS.Hist2
<p>Unit 3 - Times of Transition</p>	<p>In this unit, students will analyze the effects of a major moment of change in American History. Students will be able to make connections between how major changes within the industry, technology, and the political landscape affected society. These changes may include but are not limited to the following: migration, location of settlement, job opportunities and working conditions, technological advancements and inventions, social structure, etc.</p> <p>Possible topics of study:</p> <ul style="list-style-type: none"> • Industrialization and Immigration (1860-1914) • The Progressive Era (1890-1920) • The Great War (1914-1920) • The Roaring Twenties (1919-1929) • The Great Depression (1929-1940) 	<ul style="list-style-type: none"> • How did the Industrial Age transform America? • Why did the Progressive Era arise? • What did the United States gain and lose going to war? • What economic, political, and social changes occurred in the United States after World War I? • Were President Franklin Roosevelt’s attempts to resolve the nation’s economic problems successful? Explain. 	<p>Skill Standards:</p> <ul style="list-style-type: none"> • Stating a claim (SS.Inq3.a.m) • Applying appropriate evidence (SS.Inq3.c.m) • Communicating learning (SS.Inq4.a.m) <p>Content Standards (Historical Understanding):</p> <ul style="list-style-type: none"> • Standard SS.Hist1 • Standard SS.Hist2 • Standard SS.Hist3 • Standard SS.Hist4 	<p>Skill Standards:</p> <ul style="list-style-type: none"> • Stating a claim (SS.Inq3.a.m) • Applying appropriate evidence (SS.Inq3.c.m) • Communicating learning (SS.Inq4.a.m) <p>Content Standards (Historical Understanding):</p> <ul style="list-style-type: none"> • Standard SS.Hist1 • Standard SS.Hist3
<p>Unit 4 - Becoming a Modern America</p>	<p>In this unit, students will be able to make connections between the past and the present by examining the causes and effects of important historical events that took place between the 1940’s and present day. Topics will include major hot and cold wars/conflicts in which the United States participated, the path of the Civil Rights movement, and various other social and environmental challenges that continue to shape the American identity.</p> <p>Possible topics of study:</p> <ul style="list-style-type: none"> • World War II (1931-1945) • The Cold War and The American Dream (1945-1959) • The Civil Rights Movement (1945-1963) • Conflict and Expanding Rights (1960-1973) • New American Politics (1969-1990) • Bridge to the 21st Century (1992- Present) 	<ul style="list-style-type: none"> • How did World War II impact Americans? • How did the United States change after World War II? • How did the civil rights movement impact American society? • How did American identity change in the 1960’s? • How did new ideas in American politics in the 1980’s impact the country and the world? • How has the United States responded to crises in the early years of the 21st Century? 	<p>Skill Standards:</p> <ul style="list-style-type: none"> • Stating a claim (SS.Inq3.a.m) • Applying appropriate evidence (SS.Inq3.c.m) • Communicating learning (SS.Inq4.a.m) <p>Content Standards (Historical Understanding):</p> <ul style="list-style-type: none"> • Standard SS.Hist1 • Standard SS.Hist2 • Standard SS.Hist3 • Standard SS.Hist4 	<p>Skill Standards:</p> <ul style="list-style-type: none"> • Stating a claim (SS.Inq3.a.m) • Applying appropriate evidence (SS.Inq3.c.m) • Communicating learning (SS.Inq4.a.m) <p>Content Standards (Historical Understanding):</p> <ul style="list-style-type: none"> • Standard SS.Hist1 • Standard SS.Hist4