



LINCOLN-WOODSTOCK COOPERATIVE SCHOOL DISTRICT COURSE SYLLABUS

Course Name: US History
Semester: Full Year
Teacher: Mr. Hagan

Course Description: The purpose of this class, in tandem with the also-required civics class will be to give students a strong understanding of the events that shaped the U.S. Politically, Economically, Socially, Technologically and Intellectually. Given that the bulk of the U.S. History the students have received up to this point has focused on Early American History and the Constitution, this program will focus on U.S. History after 1860. One of my primary goals for students is for them to be able to connect our history with our present, to learn how and why we are where we are.

Competencies or Standards Assessed:

History- Students will demonstrate that they understand and can explain the important events and ideas associated with the subject at hand.

Civics- Students will demonstrate that they understand, can explain and analyze the role of government (foreign and domestic) in the situation at hand.

Economics- students will demonstrate that they understand, can explain and analyze the role of economic forces (micro and macro) in the situation at hand.

STEM- students will demonstrate that they understand, can explain and analyze the role of technological innovation in the situation at hand.

Sociology- students will demonstrate that they understand, can explain and analyze the role of social factors in the situation at hand.

Critical Thinking- Students will demonstrate an ability to make connections between facts and ideas to develop systems of deeper meaning.

Academic Skills- Student shows the ability to get work in on time, be persistent on revisions, do background work, and demonstrate the developed habits to succeed in an academic setting

Anchor Texts or Major Curriculum:

<http://www.ushistory.org/us/index.asp>

Course Outline (major units of study):

Unit Title	Essential Question or Overarching Understanding
Era of Economic and Social Change	How does the economy of the U.S. change after 1850? How does this drive social, geographical and political changes in the U.S.? How does the spurt of new inventions change things? How does the definition of "American" change at this time? What conflicts arise as the country changes? West? East? City? Country? How did the lives of Native Americans change at this time? How did the business life of America change at this time? How did the business life impact the social and political life? How was power balanced between the ownership and workers of industry?
American Cities and Cultural Conflict	As Americans moved into the cities, how did life change? What new cultural, social and technological elements began to emerge out of the new urbanized culture? How did the introduction of large numbers of immigrants and migrants cause conflict and growth in our society? How did the situation of the urban poor force us to think about our stance on governing? How do the Reform movements of the period try to address these issues?
From Second-Rate to Major Power in less than 50 years	Why did the U.S. begin to take colonies? What economic, social and political impacts did it have? How was it influenced by the developments in technology? How did U.S. imperialism fit in with the actions being taken by European nations at the time? How did we influence the world in general? How did this



LINCOLN-WOODSTOCK COOPERATIVE SCHOOL DISTRICT
COURSE SYLLABUS

	time period lead to A) highs like the roaring 20s and B) lows like WWI and the great depression?
Nationalism run Amok- World War II	How did the exercise of nationalistic agendas lead to the conflict that became WWII? Why would charismatic and powerful men like Hitler, Stalin, Roosevelt, and Churchill come to lead the major powers of the time? How did the growth of technology impact the war? What are the political, social and economic realities that were changed by the war?
ERA of CHANGE 1945-1990	How did the post-WWII order play out? Who were the global winners and losers? How does this relate to the tumultuous half-century? What is the role of the superpower in the Mid- Late 20th century? How does the nation react to different groups demanding a seat at the economic-political table of the U.S. in the 1960s-2000s? How does the U.S. increasingly integrate into a changing world economic model?
Post Cold-War era- 1990-2016	How did the fall of Soviet Russia impact the U.S.? What actions does the U.S. take as the sole superpower of the 1990s? How will the Rise of China and India impact the action of the U.S.? How does America change internally at this time?

Portrait of a Learner

Independent Learner

I make thoughtful plans and do my best to reach personal goals using feedback to work through challenges.

Responsible Collaborator

I work with others to achieve shared goals by listening actively, contributing ideas, and

managing conflict.

Critical Thinker

I analyze information, ask thoughtful questions, and apply reasoning skills to solve problems and make decisions.

Effective Communicator

I express ideas clearly, adapting strategies based on the audience, setting, and/or purpose.

Global Citizen

I show that I care and take responsibility by helping in my community and the world around me.

Additional Classroom Expectations: Students will be expected to show up with work completed, all necessary tools, and resources to function in class.