

Social Studies – United States History

<p><b>Standard # 6 History</b> Each student will have used processes and resources of historical inquiry and will have acquired knowledge and basic understandings of Colorado, United States, and world history.</p>	<p style="text-align: center;"><b><u>Description</u></b></p> <p>This course includes a study of United States history, beginning with Colonial America and concluding with an evaluation of present-day America. Students will gain an understanding of the chronological organization of history and how to use the processes and resources of historical inquiry. They will also understand the impact of politics, religion, philosophy, and technology on American history.</p>	
<p><b>Standard # 7 World History</b> Each student will have used geographic tools to locate and derive information about people and their cultures, places and environments, and will have acquired knowledge and basic understandings of world history.</p>	<p><b><u>Time Allocation</u></b> One ninety-minute class period daily, for one semester</p>	<p><b><u>Themes/Topics</u></b> Review of Early America: The Colonial Period, Revolutionary War, the Constitution and Early Government and Westward Expansion Civil War and Reconstruction Westward Expansion and Industrialization Imperialism and World War I The 1920s and the Great Depression World War II The Cold War The 1960s and the Civil Rights Movement Vietnam to the Present Current Events</p> <p><b><u>Projects/Speakers/Field Trips</u></b> Mock trials Newspaper project PowerPoint project Veteran speakers</p>
<p><b>Standard # 8 Economics</b> Each student will have acquired knowledge and basic understandings of the principles of economics and economic systems.</p>	<p><b><u>Texts/References</u></b> <i>America: Pathways to the Present</i>, Prentice Hall, 2000</p>	
<p><b>Standard # 9 Civics</b> Each student will have acquired knowledge and basic understandings of civics including government systems, American government (local, state, and national levels), the Constitution, and one's citizenship responsibilities.</p>	<p><b><u>Assessments</u></b> Teacher constructed tests and vocabulary quizzes Standards Based research projects with rubrics Essays</p>	
<p><b><u>Grades and Achievement Levels</u></b> Grades are based on completion of assignments participation, and work quality. Each student also receives a rating that shows the student's achievement level on the history standard. The rating is based upon the student's attainment of course expectations.</p>		

Essential Learning United States History

**Standard # 6  
History**

Each student will have used processes and resources of historical inquiry and will have acquired knowledge and basic understandings of Colorado, United States, and world history.

**Standard # 7  
Geography**

Each student will have used geographic tools to locate and derive information about people and their cultures, places and environments, and will have acquired knowledge and basic understandings of geography.

**Standard # 8  
Economics**

Each student will have acquired knowledge and basic understandings of the principles of economics and economic systems

**Standard # 9  
Civics**

Each student will have acquired knowledge and basic understandings of civics including government systems, American government (local, state, and national levels), the Constitution, and one's citizenship responsibilities.

How did loyal English citizens living in the American colonies become radicals who desired to create an independent new nation

How did this new, loosely tied nation develop into a strong, united, centralized nation?

How have economically exploited and politically disenfranchised groups within America attempted to gain empowerment and equality economically, socially, and politically?

From the Revolution, to the Civil War, to Modern times, how have women redefined their relationship to the power structure in their struggle for human rights?

What are the common patterns of and reasons for immigration throughout American history and how have these patterns been affected by political, economics, and social phases in American history?

How, as a nation as the US able to sustain economic growth and gain political power while continuing its claims of American Exceptionalism?

During the second half of the 20<sup>th</sup> Century, how has the US developed and adjusted to domestic and global events, yet retained its founding ideals?

**Expectations United States History**

<p><b>United States History Expectations</b></p> <p>A. Participated in the study of an issue with an emphasis on analysis of documents</p> <p>B. Created projects utilizing a variety of writing styles, mediums, and historical perspectives</p> <p>C. Formulated, evaluated, and supported a variety of historical hypotheses using primary and secondary sources</p> <p>D. Categorized important people, events, and concepts into appropriate historical periods through the use of timelines and vocabulary</p> <p>E. Compared and contrasted cultures and lifestyles in different eras</p> <p>F. Determined the causes and analyzed the effects of all major United States wars</p> <p>G. Determined the similarities and differences among major United States wars</p> <p>H. Recognized that the new American nation was peopled by a variety of cultures</p> <p>I. Described the differences in colonial societies</p> <p>J. Explored the evolution of United States political system and government</p>	<p><b>United States History Expectations</b></p> <p>K. Analyzed the positive and negative aspects of exploration</p> <p>L. Examined the argument over the strength of the federal government: Constitution, political parties, antebellum period, and New Deal</p> <p>M. Recognized that the idea of democracy has evolved in the United States: Constitution, Civil War amendments, women's suffrage, restriction of civil liberties, and civil rights movement</p> <p>N. Described the impact of technology on the Civil War, World War II, and the Cold War</p> <p>O. Examined the economic relationship between the Civil War and World War II</p> <p>P. Described the economic differences between the North and South in the antebellum period</p> <p>Q. Analyzed the impact of Reconstruction</p> <p>R. Described the Industrial Revolution</p> <p>S. Described changes that resulted from the growth of organized labor</p> <p>T. Described progressive reforms and the reasons for the movement</p>	<p><b>United States History Expectations</b></p> <p>U. Described ways in which politicians were corrupted and the benefits they provided during the Gilded Age</p> <p>V. Described reasons for and analyzed the impact of westward expansion</p> <p>W. Described how western expansion affected Native Americans</p> <p>X. Understood that the United States attempts to solve problems through treaties</p> <p>Y. Described reasons for and analyzed the impact of immigration</p> <p>Z. Described reasons for and analyzed the impact of imperialism</p> <p>AA. Discussed the philosophical components of westward expansion and imperialism</p> <p>BB. Analyzed the changes that WWI, WWII, and the Cold War created within American society</p> <p>CC. Explained the impact of the political, economic, and social changes of the 1920s including technology</p> <p>DD. Explained the impact of the political, economic and social changes of the 1930s</p> <p>EE. Analyzed the causes and effects of the Great Depression</p>	<p><b>United States History Expectations</b></p> <p>FF. Understood the growing power of the United States after World War II</p> <p>GG. Understood that the United States attempts to solve problems through international law</p> <p>HH. Analyzed the similarities and differences in philosophies regarding civil rights for blacks</p> <p>II. Explained the impact of the political, economic, and social changes of the 1960s</p> <p>JJ. Examined the impact of the Cold War on the United States and the world</p>
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