**Curriculum**

**US History**

**Course Overview**

**A survey of United States history from the colonial period to the present day. The course focuses on the major political, economic, and social events and themes from the 17th to the 20th centuries. The course seeks to link the study of the past to an understanding of the contemporary United States.**

**Expected Outcomes:**

1. Knowledge of and interest in history, the social and behavioral sciences and related subjects.
2. Constructive participation in a democratic society.
3. Understanding of various societies throughout history.
4. Development of critical analysis skills.
5. Development of research skills.
6. Development of communication and presentation skills

**Skills of the Course:**

**Critical Thinking Skills**

* Read course appropriate source materials, extracting main points in note taking format; integrate reading and lecture notes; synthesize for revision
* Understand significant events and movements in American history and how the events contribute to political, social, economic and cultural continuity and change
* Analyse primary and secondary source documents in the context of source, context, close read and connections
* Assess the value of, and prioritize, historical material collected from a variety of sources (text, web, multimedia, library) in a variety of formats (text, political cartoons, statistics)
* Manage the collection and use of the sources with digital tools such as word and google docs
* Construct an argument using historical material from traditional and web-based sources to be used in various formats, for example: essay, debate, presentation
* Review effectively for quizzes and tests using class notes, reading notes and class activities
* Links to Technology Standard 4.2 and 4.3

**Research Skills**

* Select a topic, plan strategies to guide the inquiry; gather and evaluate evidence; develop a thesis that can be reasonably supported through use of primary and secondary sources
* Research reliable historical sources, collect evidence; assess the topic in light of the available resources
* Evaluate sources using the source, context, close read and connections method of interrogation
* Develop an annotated bibliography and final bibliography using Chicago standards; use proper footnoting standards throughout; understand the ethics of academic integrity
* Create a detailed outline following a specific format.
* Write an essay that analyzes the chosen topic and answers the historical question.
* Links to Technology Standard 3.1, 3.2, 3.3, 3.4

**Communication and Presentation Skills**

* Present information in a clear, articulate manner in oral, written, and visual forms
* Clearly articulate responses to a variety of different written assignments; such as, stimulus and response, identification and significance, free write and persuasive essays.
* Participate in class meaningfully, listen thoughtfully, offer considered peer feedback
* Contribute to group assessments in all aspects of project idea generation, planning, research, and presentation
* Prepare and deliver presentations using a variety of presentation techniques employing traditional means as well as digital based tools
* Links to Technology Standard 1.2, 2.1 and 2.4

**Benchmarks**:

Students will be able to: Students will be able to:

* + evaluate and use primary and secondary sources effectively and appropriately.
	+ write effective historical essays, including a five-stage research essay.
	+ understand the significant events and movements of American history, the contexts in which they took place, and their effects.
	+ develop an informed appreciation of American political, social, economic, intellectual and cultural history.
	+ apply their knowledge of American history in class discussions, debates, and other activities.

**Performance Indicators**:

Students will be able to:

* determine how Europeans were able to colonize the Western Hemisphere.
* evaluate how different European colonizers had diverse purposes and results.
* explain the origins of slavery in the New World and identify Triangle Trade.
* synthesize why British colonization was characterized as "Salutary Neglect".
* evaluate how the American colonists' struggle for "the rights of Englishmen" became as fight for independence.
* determine why the American Revolution was not only a colonial war but also a civil war and an international war.
* explain why Americans created the types of government seen in the first state constitutions and in the Articles of Confederation.
* determine how the Constitution was a fundamental improvement over the Articles of Confederation.
* synthesize the influences for the creation of the Bill of Rights.
* explain why the Land Ordinances were important for the development of the economic and political structure of the new nation.
* explain why political parties developed with the essential elements of states rights vs. federal rights, urban/industrial vs. rural/agricultural, union vs. sectionalism.
* evaluate the inclusiveness of the policies for widening suffrage requirements

* synthesize why slavery, instead of dying out, expanded and caused new tensions.
* evaluate how the revolution in transportation and manufacturing caused economic and political realignments.
* determine the causes of the Age of Reform.
* discuss how the Abolition movement eclipsed the other reform movements.
* explain how the fundamental conflict between the states rights and federal supremacy manifested itself in Westward expansion and the slavery issue.
* explain the goals of the Union and the Confederacy in the Civil War.
* analyze why Reconstruction was so complicated and mishandled.
* show how Western development was stimulated by numerous factors, including mining, cattle raising, and the railroad and was a catalyst to growth of the nation, but at the expense of the Native Americans.
* explain how industrialization, urbanization and immigration accelerated each other and created social and economic tension
* evaluate why the United States entered World War One and failed to produce a sensible peace treaty.
* explain how the expansion of the 20s created the Great Depression in the 30s.
* evaluate the impact of the Depression on the average citizen and the degree to which the New Deal programs addressed these problems.
* explain how World War Two transformed America into the leading superpower.
* examine the impact of the superpower spheres of influence around the globe.
* explain the causes of the Cold War and how the Cold War competition manifested itself in many aspects of domestic and international politics.
* determine how the Civil Rights Movement, Women's Rights movement and the Youth movement changed American culture.
* examine the changes in US created by LBJs 'Great Society' and the social and political challenges of the Vietnam War.
* examine the positive and negative events of the Nixon administration to the conscience of the country.

**Assessments**:

**Quarterly Projects**

Pod Cast Project, DBQ Essay Project, Research Project, Modern Movie Project, Salons, Debates, Campaign Speeches, History Museum

**Chapter Test, Quizzes and Free-Write Essays, DBQ Essays**

**Exams**

A 2-hour exam at the end of each semester

**Core Topics**:

Colonization

The American Revolution

The Constitution and the formation of the government

Jacksonian democracy

Transportation, Industrial Revolution, Reform Movements

Westward Expansion

Civil War and Reconstruction

Industrialization, Urbanization and Immigration.

US Imperialism

World War One and Isolationism

The 20s and 30s

World War Two and the Nuclear Age

The Cold War

The Social Changes in the modern era: Civil Rights, Women's Rights, Youth Movement

The challenges and triumphs of JFK, LBJ and Nixon.

**Specific Content**:

Early Colonization; Colonial similarities & differences; British Influences

Mercantilism, "Salutary neglect"; French and Indian War; Declaration of Independence; French Aid; Treaty of Paris 1783.

Articles of Confederation; Constitutional Convention; Constitution and Amendments; rise of political parties.

Widening Suffrage Rights; Jackson's Administration; Indian Policy; Nullification; Bank War.

Transportation Revolution, Factory system; Immigration, Reform.

Continental US: Westward movement; cotton kingdom; Texas Revolution; Manifest Destiny.

Compromise of 1850; Popular Sovereignty; Lincoln Douglas Debates, election of 1860; Union, Emancipation Proclamation, State's Rights; N vs. S

Lincoln's Proclamation of Amnesty and Reconstruction.; Wade Davis Plan; Johnson's plan, "Radical" Reconstruction.; 13th- 15th Amendments.

RR's effect on business competition; labor organization; Urbanization; Immigration

Rise of Big Business, Progressive Politics & Reform

US Imperialism, Roosevelt Corollary; foreign policy of Wilson; WWI:

neutrality and its difficulties; League of Nations plan; failure to ratify.

Roaring Twenties; stock market boom; Crash of'29; Hoover's actions; bank crisis; Great Depression; FDR; New Deal: Relief, Recovery and Reform.

Neutrality Acts; preparing for war; helping the British; Japan and Pearl Harbor; Allied Conferences; European and Pacific theatres; use of Atom Bomb.

Origins of Cold War; Truman Doctrine; NSC 68; McCarthyism; Korean War; War in Indo-China.

Civil Rights: Brown v. Board of Education (1954); Rosa Parks, 1955; Little Rock, 1957; voting rights, Martin Luther King.

Cold War conflicts and competition: space, weapons; influence in other countries.

JFK; 1960 election; Bay of Pigs; Berlin Wall; Cuban Missile Crisis; Civil Rights, March on Washington; assassination.

LBJ’s domestic legislation; 1964 election; “Great Society”; Women's Movement, Youth Movement; Black power; RFK & MLK assassinations.

Vietnam: Gulf of Tonkin; escalation; Tet Offensive; 1968 Election; Supreme Court Decisions.

Nixon and de-escalation; détente; peace agreement; Watergate; changes in attitudes & govt trust.

**Resources**:

Textbook:

 Boorstin and Kelley, "A History of the United States"

Primary Source documents: History Matters (http://historymatters.gmu.edu/), Library of Congress (http://www.loc.gov/)

'American History Civic Literacy, Some Foundational Documents for TASIS Students', TASIS Lugano

Historical websites: Digital History (http://www.digitalhistory.uh.edu/), US History (ushistory.org), Historical Thinking Matters (http://historicalthinkingmatters.org/)

Documentaries and Films: Liberty, The West, The Civil War, The Century: America's Time, Eyes on the Prize, The SIXTIES: The Years That Shaped a Generation

Various readings