

# Saint Patrick High School

## U.S. History Curriculum Guide

<b>Department:</b>	Social Studies	<b>Grade and Level:</b>	Sophomore and Junior Phoenix, CP, Honors, and AP/PACC
<b>Class:</b>	U.S. History	<b>Term (Semester or Year):</b>	Three semesters

<b>Required Text:</b>	<ul style="list-style-type: none"> <li>• <i>The Americans</i> (College Prep and Phoenix)</li> <li>• <i>The American Pageant</i> (Honors and AP/PACC)</li> </ul>
<b>Additional Resources (i.e. texts, materials, apps, etc.):</b>	<p><u>iPad Apps</u></p> <ul style="list-style-type: none"> <li>• Good Reader</li> <li>• iMovie</li> <li>• iTunesU</li> <li>• iBooks</li> <li>• NearPod</li> <li>• Pages</li> <li>• History Channel</li> <li>• Paper Desk</li> <li>• Youtube</li> <li>• Ken Burns (\$9.99)</li> <li>• National Archives</li> <li>• VitalSource Bookshelf</li> <li>• <i>America the Story of Us</i> Documentary Series</li> </ul> <p><u>Other</u></p> <p><i>A People's History of the United States</i> by Howard Zinn  <i>Lies My Teacher Told Me</i> by James Loewen            Document Based Questions for U.S. History Grades 11-12</p>

## Course Description

This is a full year course that will introduce students to the important events of our history as a nation. Students will gain a deeper understanding of the people, movements, and ideas which have played a role in shaping our country. This course will survey many of the major topics from the arrival of the first settlers to the present day. In addition to these studies, we will strive to develop the skills necessary to be successful historians and students. Some of these skills include: note taking, document/primary source analysis, critical thinking, academic writing, collaborative group work, research, class discussions, and presentation.

## Academic Standards Addressed (CCSS or equivalent):

- *CCSS.ELA-Literacy.RH.9-10.1*: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- *CCSS.ELA-Literacy.RH.9-10.2*: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of a text.
- *CCSS.ELA-Literacy.RH.9-10.3*: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- *CCSS-ELA-Literacy.RH.9-10.4*: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- *CCSS-ELA-Literacy.RH.9-10.5*: Analyze how a text uses structure to emphasize key points or advance an explanation of analysis.
- *CCSS.ELA-Literacy.RH.9-10.6*: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- *CCSS.ELA-Literacy.RH.9-10.7*: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- *CCSS.ELA-Literacy.RH.9-10.8*: Assess the extent to which reasoning and evidence in a text support the author's claims.
- *CCSS.ELA-Literacy.RH.9-10.9*: Compare and contrast treatments of the same topic in several primary and secondary sources.

## Unit Themes (Table of Contents)

<b>Theme 1:</b>	Introduction to History
<b>Theme 2:</b>	American Beginnings to 1783
<b>Theme 3:</b>	A New Nation 1781 - 1850
<b>Theme 4:</b>	Expanding Markets and Moving West
<b>Theme 5:</b>	Migration and Industrialization 1877-1917
<b>Theme 6:</b>	Modern America Emerges 1890-1920
<b>Theme 7:</b>	The 1920s and the Great Depression 1919-1940
<b>Theme 8:</b>	World War II and its Aftermath 1931-1960
<b>Theme 9:</b>	The Modern Era 1960 - present

## Agreed Upon Assessments

Forms of assessments may include but are not limited to....

- Objective tests
- Projects
- Essays
- Lectures/Discussions
- Group Projects
- Presentations
- Research Papers/Projects
- Homework Assignments
- Primary Source Document Analysis
- Supplemental Readings

## Research and Writing Expectations

U.S. History courses will incorporate research and writing curricular components that will be developed by the Social Studies Department. This includes but is not limited to a research paper, extended response essay, Document-Based Questions, and final exam Blue Book essay questions.

<b>Unit:</b>	Introduction to History	<b>Duration:</b>	5-7 Instructional Days
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### Essential Questions:

- What is history?
- Why is it important to study history?
- What skills and knowledge can one acquire through the study of history?
- How is history taught in the school setting in comparison to how it is portrayed in mass media?
- How is the way history is taught in textbooks different from the way that historians view the historical record?

### Affirmation Statements:

Students will be able to...:

- Discuss what the **study of history** entails and the processes of discovering it.
- Articulate the **skills and knowledge they acquire through** the study of **history**.
- Explore **multiple perspectives** through the study of history.
- Compare and contrast **how history is taught** in the school setting and how it is **portrayed** in mass media.
- **Make comparisons** between the way history is taught in standard textbooks and the way that historians view the historical record.

### Common Assessments:

- Why Study History? Writing Prompt
- Why Study History? Reading Response Questions
- Critical thinking questions
- Supplemental reading worksheets
- Loewen Reading Response Paper

<b>Unit:</b>	America up to Revolution	<b>Duration:</b>	~30 days
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### Essential Questions:

- How were the continents of North America, Africa, and Europe affected by their convergence?
- What were the reasons for European colonization of the Americas?
- How did the colonies develop economically, socially, and politically?
- What were the causes and major events of the American Revolution and who were the significant individuals involved in the conflict?
- What was the impact of the Atlantic Slave Trade?

### Affirmation Statements:

Students will be able to...:

- explain the effects of the **interactions** between the people of **North America, Africa, and Europe**
- explain the origins of the **colonies** and why they came to be
- describe how the **colonies** developed independently as independent **societies**
- analyze and explain the main causes of the American Revolution
- discuss the Atlantic Slave Trade and analyze its impact

### Common Assessments:

- English/Indian Relations DBQ
- Chapter Quizzes
- Critical Thinking Questions
- Colonies Review Packet
- American Revolution Thesis Building
- Primary Source Documents
- Teach-a-Section Project
- Current Events Project
- Unit 1 Flipped Classroom Project
- Olive Branch Petition Worksheet
- Declaration of Independence Worksheet
- Unit Exam
- Atlantic Slave Trade Webquest
- American Revolution DBQ

<b>Unit:</b>	A New Nation	<b>Duration:</b>	~24 class periods
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## Essential Questions:

- What challenges did the new American republic face, and how did the U.S. Constitution reflect those challenges?
- What major domestic and foreign problems faced the leaders of the new Republic?
- How did regional differences contribute to the growing conflict over states' rights versus federal power?
- What were the causes and effects of the Second Great Awakening and the various reform movements that swept the nation in the first half of the 19th century?

## Affirmation Statements:

Students will be able to...:

- explain the **challenges** that Americans faced at **creating** a new republic **government**
- analyze what **domestic** and **foreign problems** the new country faced
- understand the **regional differences** that contributed to the government structure
- describe the successes and failures of the Reconstruction Era

## Common Assessments:

- Ratification to Constitution Worksheet
- Washington Farewell Address
- Ch. 5 Quiz
- Early National Map and Timeline Activity
- Ch. 6 Quiz
- Ch. 7 Quiz
- Unit 2 Exam
- Freedoms and Injustices in the New World DBQ
- Teach-a-Section Project
- Building a New Nation Group Project
- Winning Independence and Establishing a New Nation Primary Source Documents
- Flipped Classroom Project

<b>Unit:</b>	An Era of Growth and Disunion	<b>Duration:</b>	~22 class periods
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### Essential Questions:

- What were the causes and consequences of westward expansion?
- How did the conflict over slavery and other regional tensions lead to the Civil War?
- What were the strategies, outcomes, and legacies of the Civil War?
- What were the political struggles, accomplishments, and failures of Reconstruction in the years following the Civil War?

### Affirmation Statements:

Students will be able to...:

- explain the **causes** and **consequences** westward **expansion** had on the country
- understand **regional differences** and their **impact** on tensions that led to the **Civil War**
- understand what happened in the **Civil War** and what factors led to the outcome
- explain the factors that lead to the end of Reconstruction.

### Common Assessments:

- Concerned Citizen Activity
- Ch. 9 Quiz
- Ch. 10 Quiz
- Civil War Map Assignment
- Civil War Strategic Objective WS
- Ch. 11 Quiz
- Ch 12 Quiz
- Unit 3 Test

<b>Unit:</b>	Migration and Industrialization	<b>Duration:</b>	~4 class periods
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### **Essential Questions:**

- How did westward migration after the Civil War affect the United States?
- What impact did scientific discoveries and manufacturing processes have on the nature of work, the American labor movement, and American businesses?
- What were the economic, social, and political effects of immigration?
- What were the significant trends in areas such as technology, education, race relations, and mass culture at the turn of the 20th century?

### **Affirmation Statements:**

Students will be able to...:

- understand how migration played an important role in the evolution of the United States after the Civil War.
- explain how new inventions led to a population shift, changed where and how people worked, and created a desire for labor unions.
- analyze the changes that happened to America because of immigration
- describe the different trends in America at the turn of the 20th century.

### **Common Assessments:**

- Unit 4 Packet
- Unit 4 Primary Sources



<b>Unit:</b>	Modern America Emerges 1890-1920	<b>Duration:</b>	~17 class periods
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### **Essential Questions:**

- How did the progressive movement try to bring about social change?
- Which individuals and events moved the United States into the role of a world power?
- How did World War I affect the United States and Europe?

### **Affirmation Statements:**

Students will be able to...:

- analyze the social change that came about because of the Progressive Movement
- explain the individuals and events that lead to the United States to become a World Power
- describe the effects and changes that World War I brought to the United States and Europe

### **Common Assessments:**

- Chapter Quizzes
- Imperialism Map Activity
- World War I Map Activity
- Zimmerman Note Reading Activity
- Unit Exam

<b>Unit:</b>	1920s and Great Depression	<b>Duration:</b>	~15 class periods
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### **Essential Questions:**

- What political and social changes took place after World War I and through the 1920s?
- How did newfound prosperity change American life in the 1920s?
- What were the causes and consequences of the Great Depression?
- How did the government's reaction to the Great Depression affect the United States?

### **Affirmation Statements:**

Students will be able to...:

- analyze the political and social changes that took place after World War I.
- understand how newfound prosperity changed American life in the 1920s.
- explain what events ultimately lead to the Great Depression
- describe how the government's plan for the Great Depression affected the United States.

### **Common Assessments:**

- Chapter Quizzes
- Unit Exam

<b>Unit:</b>	World War II and its Aftermath	<b>Duration:</b>	~16 class periods
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### **Essential Questions:**

- How did the rise of dictators contribute to the outbreak of World War II?
- How did the United States use its resources to win World War II?

### **Affirmation Statements:**

Students will be able to...:

- explain the factors that contributed to the outbreak of World War II.
- describe how the United States used its advantages to win World War II.

### **Common Assessments:**

- Causes of WWII Assignment
- WWII Map Assignment
- Chapter Quizzes
- Unit Exam

<b>Unit:</b>	Cold War and Postwar Aftermath	<b>Duration:</b>	~14 class periods
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### **Essential Questions:**

- What international and domestic tensions resulted from the Cold War?
- What economic, social, and political changes occurred in the postwar United States?

### **Affirmation Statements:**

Students will be able to...:

- explain the events of the Cold War and the tensions that came about from them.
- understand the economic, social, and political changes that occurred in the postwar United States.

### **Common Assessments:**

- Berlin Airlift Reading Assignments
- Spy's Dilemma Computer Activity
- 3 Readings Assignment

<b>Unit:</b>	Civil Rights and Vietnam	<b>Duration:</b>	~13 class periods
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### **Essential Questions:**

- In what ways did African Americans fight discrimination during the civil rights era?
- What were the military and political events of the Vietnam War and how did this conflict impact life in the United States?

### **Affirmation Statements:**

Students will be able to...:

- explain the ways African Americans fought discrimination during the Civil Rights era.
- understand the Vietnam War and the impacts it had on life in the United States.

### **Common Assessments:**

- Civil Rights Events Activity
- Civil Rights Organizations Activity
- I Have a Dream Activity

