

Davidson Early College

Honors United States History

Spring Semester 2009

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The study of United States History in high school builds on historical and geographical perspectives gained from the elementary and middle level study of North Carolina and the United States. In order to include the perspectives of the twenty-first century, the study of United States History will begin with the Federalist Period and continue through the changes in America following the terrorist attack on September 11th.

Honors United States History provides the opportunity for advanced work, rigorous academic study, and the practical application of the major ideas and concepts found in the study of United States history. The course is challenging and requires students to take greater responsibility for their learning by participating in problem-seeking and problem-solving, scholarly and creative processes, critical analysis and application, reflective thinking, and the expression and defense of ideas generated through the study of the content. *Honors United States History* follows the same course of study as the corresponding standard *United States History* course; however, the material is taught with greater complexity, novelty, acceleration, and reflects a differentiated curriculum. *Honors United States History* is distinguished by a difference in the quality of the work expected, not merely an increase in quantity.

N.C. STANDARD COURSE OF STUDY U.S. HISTORY

Competency Goal 1: The New Nation (1789-1820) - The learner will identify, investigate, and assess the effectiveness of the institutions of the emerging republic.

Objectives

1.01 Identify the major domestic issues and conflicts experienced by the nation during the Federalist Period.

1.02 Analyze the political freedoms available to the following groups prior to 1820: women, wage earners, landless farmers, American Indians, African Americans, and other ethnic groups.

1.03 Assess commercial and diplomatic relationships with Britain, France, and other nations.

Competency Goal 2: Expansion and Reform (1801-1850) - The learner will assess the competing forces of expansionism, nationalism, and sectionalism.

Objectives

2.01 Analyze the effects of territorial expansion and the admission of new states to the Union.

2.02 Describe how the growth of nationalism and sectionalism were reflected in art, literature, and language.

2.03 Distinguish between the economic and social issues that led to sectionalism and nationalism.

2.04 Assess political events, issues, and personalities that contributed to sectionalism and nationalism.

2.05 Identify the major reform movements and evaluate their effectiveness.

2.06 Evaluate the role of religion in the debate over slavery and other social movements and issues.

Competency Goal 3: Crisis, Civil War, and Reconstruction (1848-1877) - The learner will analyze the issues that led to the Civil War, the effects of the war, and the impact of Reconstruction on the nation.

Objectives

- 3.01 Trace the economic, social, and political events from the Mexican War to the outbreak of the Civil War.
- 3.02 Analyze and assess the causes of the Civil War.
- 3.03 Identify political and military turning points of the Civil War and assess their significance to the outcome of the conflict.
- 3.04 Analyze the political, economic, and social impact of Reconstruction on the nation and identify the reasons why Reconstruction came to an end.
- 3.05 Evaluate the degree to which the Civil War and Reconstruction proved to be a test of the supremacy of the national government.

Competency Goal 4: The Great West and the Rise of the Debtor (1860s-1896) - The learner will evaluate the great westward movement and assess the impact of the agricultural revolution on the nation.

Objectives

- 4.01 Compare and contrast the different groups of people who migrated to the West and describe the problems they experienced.
- 4.02 Evaluate the impact that settlement in the West had upon different groups of people and the environment.
- 4.03 Describe the causes and effects of the financial difficulties that plagued the American farmer and trace the rise and decline of Populism.
- 4.04 Describe innovations in agricultural technology and business practices and assess their impact on the West.

Competency Goal 5: Becoming an Industrial Society (1877-1900) - The learner will describe innovations in technology and business practices and assess their impact on economic, political, and social life in America.

Objectives

- 5.01 Evaluate the influence of immigration and rapid industrialization on urban life.
- 5.02 Explain how business and industrial leaders accumulated wealth and wielded political and economic power.
- 5.03 Assess the impact of labor unions on industry and the lives of workers.
- 5.04 Describe the changing role of government in economic and political affairs.

Competency Goal 6: The emergence of the United States in World Affairs (1890-1914) - The learner will analyze causes and effects of the United States emergence as a world power.

Objectives

- 6.01 Examine the factors that led to the United States taking an increasingly active role in world affairs.
- 6.02 Identify the areas of United States military, economic, and political involvement and influence.
- 6.03 Describe how the policies and actions of the United States government impacted the affairs of other countries.

Competency Goal 7: The Progressive Movement in the United States (1890-1914) - The learner will analyze the economic, political, and social reforms of the Progressive Period.

Objectives

- 7.01 Explain the conditions that led to the rise of Progressivism.
- 7.02 Analyze how different groups of Americans made economic and political gains in the Progressive Period.
- 7.03 Evaluate the effects of racial segregation on different regions and segments of the United States' society.
- 7.04 Examine the impact of technological changes on economic, social, and cultural life in the United States.

Competency Goal 8: The Great War and Its Aftermath (1914-1930) - The learner will analyze United States involvement in World War I and the war's influence on international affairs during the 1920's.

Objectives

- 8.01 Examine the reasons why the United States remained neutral at the beginning of World War I but later became involved.
- 8.02 Identify political and military turning points of the war and determine their significance to the outcome of the conflict.
- 8.03 Assess the political, economic, social, and cultural effects of the war on the United States and other nations.

Competency Goal 9: Prosperity and Depression (1919-1939) - The learner will appraise the economic, social, and political changes of the decades of "The Twenties" and "The Thirties."

Objectives

- 9.01 Elaborate on the cycle of economic boom and bust in the 1920's and 1930's.
- 9.02 Analyze the extent of prosperity for different segments of society during this period.
- 9.03 Analyze the significance of social, intellectual, and technological changes of lifestyles in the United States.
- 9.04 Describe challenges to traditional practices in religion, race, and gender.
- 9.05 Assess the impact of New Deal reforms in enlarging the role of the federal government in American life.

Competency Goal 10: World War II and the Beginning of the Cold War (1930s-1963) - The learner will analyze United States involvement in World War II and the war's influence on international affairs in following decades.

Objectives

- 10.01 Elaborate on the causes of World War II and reasons for United States entry into the war.
- 10.02 Identify military, political, and diplomatic turning points of the war and determine their significance to the outcome and aftermath of the conflict.
- 10.03 Describe and analyze the effects of the war on American economic, social, political, and cultural life.
- 10.04 Elaborate on changes in the direction of foreign policy related to the beginnings of the Cold War.
- 10.05 Assess the role of organizations established to maintain peace and examine their continuing effectiveness.

Competency Goal 11: Recovery, Prosperity, and Turmoil (1945-1980) - The learner will trace economic, political, and social developments and assess their significance for the lives of Americans during this time period.

Objectives

- 11.01 Describe the effects of the Cold War on economic, political, and social life in America.
- 11.02 Trace major events of the Civil Rights Movement and evaluate its impact.
- 11.03 Identify major social movements including, but not limited to, those involving women, young people, and the environment, and evaluate the impact of these movements on the United States' society.
- 11.04 Identify the causes of United States' involvement in Vietnam and examine how this involvement affected society.
- 11.05 Examine the impact of technological innovations that have impacted American life.
- 11.06 Identify political events and the actions and reactions of the government officials and citizens, and assess the social and political consequences.

Competency Goal 12: The United States since the Vietnam War (1973-present) - The learner will identify and analyze trends in domestic and foreign affairs of the United States during this time period.

Objectives

- 12.01 Summarize significant events in foreign policy since the Vietnam War.
- 12.02 Evaluate the impact of recent constitutional amendments, court rulings, and federal legislation on United States' citizens.
- 12.03 Identify and assess the impact of economic, technological, and environmental changes in the United States.
- 12.04 Identify and assess the impact of social, political, and cultural changes in the United States.
- 12.05 Assess the impact of growing racial and ethnic diversity in American society.
- 12.06 Assess the impact of twenty-first century terrorist activity on American society.

TEXTS: All readings are from packets and online resources; please see <http://www2.davidson.k12.nc.us/earlycollege/decushistory/index.html> for readings and resources.

Textbook [supplemental] Lapsansky-Werner et. al. *United States History*, (Boston, MA: Prentice Hall, 2009).

SCOPE AND SEQUENCE

First Nine Weeks - Origins of a Nation to the End of the Nineteenth Century

- Jan. 5 - 9: Colonial/Post-Colonial Review
- Jan. 12 -19: Unit I – The New Nation (1789-1820)
- Jan. 20-Feb 1: Unit II – Expansion and Reform (1801-1850)
- Feb 2 –13: Unit III – Crisis, Civil War, and Reconstruction (1848-1877)
- Feb 16 - 19: Unit IV – The Great West and the Rise of the Debtor (1860s-1896)
- Feb. 20 – 27: Unit V – Becoming an Industrial Society (1877-1900)
- Mar 2 -5: Unit VI – The Emergence of the U.S. in World Affairs (1890-1914)
- Mar 6 -10: Mid Term Review
- Mar. 10: Mid Term Exam

Second Nine Weeks - The Twentieth Century to the Postmodern Era

- Mar. 16 - 20: Unit VII – The Progressive Movement in the United States (1890-1914)
- Mar. 23 – 27: Unit VIII– The Great War and Its Aftermath (1914-1930)
- Mar. 30 – Apr. 7: Unit IX – Prosperity and Depression (1919-1939)
- Apr. 8 - 21: Unit X – World War II and the Beginning of the Cold War (1930s-1963)
- Apr. 22 – 28 Unit XI – Recovery, Prosperity, and Turmoil (1945-1980)
- Apr. 29 – May 6 Unit XII – The United States since the Vietnam War (1973-present)
- May. 7 - 13: Review for End of Course Exam
- May. 14 or 15 End of Course Exam

ATTENDANCE: Regular attendance is required. Although it is not graded directly, attendance is shown by experience to be the one factor most closely related to grades. Students who start missing classes usually end up failing the course. As your classroom participation will be part of your final assessment, you should plan to be here for every class and to notify the instructor in case you will have to be absent. If you miss more than eight days, you risk not receiving credit for the course.

SKILLS: Since this is an honors course and you have all been accepted into the honors program, your skills should be adequate for what is required. Nevertheless, it is worth mentioning that your reading and writing skills should equip you to do college work. IF you have any concerns in this area, see me early in the semester and not when the assigned work is due.

CLASSROOM DECORUM: Please be respectful of your teacher and your fellow students. Work quietly. Raise hand to speak and do not interrupt those speaking. Please stay on topic. Follow directions. Keep nonessential discussions to a minimum. Turn off cell phones and pagers while in class. If you need to be excused, please request permission. Failure to abide by these rules will result in detention.

INFORMATION TECHNOLOGY SKILLS: The use of computers and the Internet are now an integral part of the academic and job world. Thus basic computer skills are now as necessary as ordinary literacy was in times past. It is therefore assumed that you have access to a computer and that you can research, download and/or print documents posted on the web. We will discuss this issue on class during the first two weeks and any necessary assistance will be provided. We have computers available during class times when scheduled and the campus library and computer labs are available to students at most times. We will work with the computers very early in the semester where you can become familiar with the online components of this course.

GRADING: Late assignments are not acceptable unless arrangements have been made prior to the due date. If work is late, student will be required to attend make up session on Friday afternoon. Failure to attend this session will result in a failing grade for that assignment. Your grade will be based upon your successful completion of classwork/homework, online exercises and reading essentials, exams, projects, papers, and your participation in class. Successful completion of StudyIsland exercises is required for course credit. It is absolutely critical that you keep up with the readings as you will be asked to reference the readings in class and not being familiar with the material will affect your classroom participation grade. There will be a mid-term and a final exam. The final exam will be the state administered EOC which you have to demonstrate competency [Level III or IV] in order to get credit for the course regardless of your average. As this is an honors course, your participation in class discussions and group projects is of critical importance and will have a significant impact upon your grade.

[Student's Signature]

[Parent's Signature]

[Date]

[Date]