

# United States History

**Course No.** USH 405

**CEDARS Course Code:** 04147

**Cert Teacher:** \_\_\_\_\_

**Grading:** A, B, C, NC

**Credit** .5 / semester Meets the \_\_\_\_\_ District High School Graduation Requirement for Social Studies or Elective credit

**Prerequisites:** none

## Resource Texts:

We the People: The Citizen and the Constitution

A History of US, by Joy Hakim

A People's History of the U.S., Howard Zinn

Various sample publisher US History and American government texts

## Course Description:

The course offers activities for the purpose of enriching a student's knowledge of American history, geography, economics, and civics. **An average course score of 70% is required to pass the course and earn credit.**

### Overview

1. US- Our Foundations (1776-1791)
2. US- Industrialization and the Emergence of the United States as a World Power (1870-Present)
3. US- Reform, Prosperity, and Depression (1918-1939)
4. US- WWII, the Cold War, and International Relations (1939-1991)
5. US- Movements and Issues and Home (1945-1991)
6. Entering a New Era (1991-Present)

**Materials Needed:** spiral notebook or binder with notebook paper, color pencils

## Essential Learnings:

**1. CIVICS** The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

1.1.1 Analyzes and evaluates the ways in which the U.S. Constitution and other fundamental documents promote key ideals and principles.

1.1.2 Evaluates how well court decisions and government policies have upheld key ideals and principles in the United States.

1.2.2 Evaluates the effectiveness of the system of checks and balances during a particular presidential administration, Supreme Court, or Congress.

1.3.1 Analyzes and evaluates the causes and effects of U.S. foreign policy on people in the United States and the world in the past or present.

1.4.1 Analyzes and evaluates ways of influencing local, state, and national governments to preserve individual rights and promote the common good.

**2. ECONOMICS** The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

2.1.1 Analyzes the incentives for people's economic choices in the United States in the past or present.

2.2.1 Understands that nations have competing philosophies about how best to produce, distribute, and consume goods, services, and resources.

2.2.2 Analyzes how comparative advantage has affected United States imports and exports in the past or present.

2.3.1 Evaluates the role of the U.S. government in regulating a market economy in the past or present.

2.4.1 Analyzes and evaluates how people in the United States have addressed issues involved with the distribution of resources and sustainability in the past or present.

**3. GEOGRAPHY** The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

3.3.1 Analyzes and evaluates elements of geography to trace the emergence of the United States as a global economic and political force in the past or present.

3.1.1 Analyzes information from geographic tools, including computer-based mapping systems, to draw conclusions on an issue or event.

3.1.2 Analyzes how differences in regions and spatial patterns have emerged in the United States from natural processes and human activities.

3.2.1 Analyzes and evaluates human interaction with the environment in the United States in the past or present

3.2.2 Analyzes cultural interactions.

3.2.3 Analyzes the causes and effects of voluntary and involuntary migration in the United States in the past or present.

**4. HISTORY** The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in world history in order to evaluate how history shapes the present and future.

4.1.2 Understands how the following themes and developments help to define eras in U.S. history:

- Our foundations (1776—1791).
- Industrialization and the emergence of the United States as a world power (1890—1918).
- Reform, prosperity, and the Great Depression (1918—1939).
- World War II, the Cold War, and international relations (1939—1991).
- Movements and domestic issues (1945—1991).
- Entering a new era (1991—present).

4.2.2 Analyzes how cultures and cultural groups have shaped the United States (1890 – present).

4.2.3 Analyzes and evaluates how technology and ideas have shaped U.S. history (1890—present).

4.3.1 Analyzes differing interpretations of events in U.S. history (1890—present).

4.3.2 Analyzes multiple causes of events in U.S. history, distinguishing between proximate and long-term causal factors (1890—present).

4.4.1 Analyzes how an understanding of United States history can help us prevent problems today.

**5. SOCIAL STUDIES SKILLS** The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.

5.1.1 Analyzes the underlying assumptions of positions on an issue or event.

5.1.2 Evaluates the depth of a position on an issue or event.

5.2.1 Evaluates and revises research questions to refine inquiry on an issue or event.

5.2.2 Evaluates the validity, reliability, and credibility of sources when researching an issue or event.

5.4.1 Evaluates and interprets other points of view on an issue within a paper or presentation.

### **Course Objectives for credit:**

To earn credit for this course, the student will demonstrate mastery of the following:

- How do a nation's stated ideals and principles shape how its citizens think and act?
- How does a nation become a world power?
- What are the advantages and disadvantages of being a world power?

- How has the United States faced the dilemma of maintaining the balance between free enterprise and governmental regulation and oversight?
- What are the relationships among the rise of industrialization, large-scale rural-to-urban migration, and increases in immigration?
- What has been the role of the United States in the spread of global interdependence?
- How has the United States dealt with issues of equality and the extension of civil liberties?
- How has the United States dealt with the gap between prosperity and poverty?
- How do people respond to times of uncertainty?
- What are key historical events that have shaped the United States as they are today

### **COURSE GRADE REQUIREMENTS**

#### **Scores:**

<b>Grade / % range</b>	<b>Grade / % range</b>	<b>Grade / % range</b>	<b>Grade / % range</b>
A+ 98-100%	B+ 87-89%	C+ 77-79%	
A 94-97%	B 84-86%	C 74-76%	NC: Below 70%
A- 90-93%	B- 80-83%	C- 70-73%	

1. Progress and course assignment completion will be evaluated monthly by the teacher.
2. Complete assignments given in class at a minimum average 70% grade level
3. Complete and score 70% minimum average on assessments given in class or conference
4. Complete and score a minimum level 3 on the given Classroom-based or OSPI-developed Assessment (CBA).
5. Maintain weekly timesheets showing a minimum of 5 hours per week (adjusted for holidays)

#### **EXTRA CREDIT / ALTERNATE ASSIGNMENTS**

1. Additional research reports or analyses
2. Outside projects may substitute for class assignments, by the teacher's discretion

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STUDENT / PARENT SIGNATURE

DATE

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TEACHER SIGNATURE

DATE