



Course Outcome Summary

Course Information: Survey of US History

Description: Course is two consecutive terms. The same basic course objectives as standard U.S. History will be explored. Course methods, techniques and content will be modified to meet the individual and unique learning needs of each student. This course examines the general history of the United States from colonization to the present. Major nations and significant world history events as they relate to United States history will also be studied. Students will be selected for this course on the basis of teacher and guidance recommendation.

Instruction Level: 11th Grade

Total Credits: 2 credits

Prerequisites: Human Geography and World Civilization

Textbooks: United States History, Lapsansky-Werner, Roberts, Levy, Taylor; Pearson, Prentice Hall, ISBN-13: 978-0-13-368216-8

Course Standards:

- Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches
- Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion
- Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States
- Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world
- Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world

Historical Thinking Skills:

- Identify causes and effects within a reading passage.
- Explain why items happened in a sequential order.
- Create a main idea/argument and support the statement with appropriate historical details/evidence.
- Identify key similarities and differences between two items through the use of topics.

- Design one’s own sequential pattern of events and explain why they occurred in this manner.

Critical Reading Skills:

- Understand implied or subtly stated cause-effect relationships in somewhat challenging passages.
- Identify a clear central idea or theme in more challenging passages or their paragraphs.
- Infer a central idea or theme in a somewhat challenging passages or paragraphs
- Draw a logical conclusion using information from two informational texts
- Paraphrase virtually any statement as it is used in somewhat challenging passages
- Analyze how one or more sentences in somewhat challenging passages relate to the whole passage when the function is subtle
- Understand point of view in more challenging passages

Writing Skills:

- Create a MEL-CON paragraph to answer a question related to specific historical content.
- Analyze the collected evidence by grouping it in 2-3 ways that answers the prompt.
- Find a main idea of a primary source text and write it out in your own words.
- After looking at multiple primary source documents, construct a claim or argument (thesis) statement that you intend to prove using the documents.
- Construct a main idea statement that answers a prompt question.
- Construct supporting details/evidence statements to support a main idea statement

Unit

1. **Pre-Colonial US to the Revolutionary War.**
2. **Constitutional Convention to Manifest Destiny**
3. **Civil War to the Gilded Age**
4. **Industrial Revolution and Progressive Era**
5. **Roaring 20s to WWII**
6. **Cold War to Present**

Unit Outlines

1. **Pre-Colonial US to the Revolutionary War.**

Skills Standards:

- Create a main idea/argument and support the statement with appropriate historical details/evidence.
- Identify key similarities and differences between two items through the use of topics.
- Infer a central idea or theme in a somewhat challenging passages or paragraphs
- Paraphrase virtually any statement as it is used in somewhat challenging passages
- Find a main idea of a primary source text and write it out in your own words

Essential Question:

Students will be able to answer the following question(s):

- How did European Exploration and Colonization lead to the desire for Independence in America?

Essential Knowledge

The student will understand the causation of the growth of colonial America by reading historical documents that describe how Exploration and Colonization led to the original 13 colonies and ultimately how time, distance, and major events lead to the tension between the colonies and Great Britain, culminating in the Revolutionary War.

- European Exploration
- Jamestown, Roanoke and Colonization
- 13 Colonies
- Slavery
- Mayflower Compact
- Salutary Neglect
- French and Indian War
- American Revolution- Cause and effects
- Lexington and Concord
- Declaration of Independence

2. Constitutional Convention to Manifest Destiny

Standards:

- Identify causes and effects within a reading passage.
- Explain why items happened in a sequential order.
- Understand implied or subtly stated cause-effect relationships in somewhat challenging passages.
- Create a MEL-CON paragraph to answer a question related to specific historical content
- Construct a main idea statement that answers a prompt question.

Essential Question:

Students will be able to answer the following question(s):

- How did the Constitutional Convention fix the problems with the Articles of Confederation and create the government we have today?
- How did the concept of Manifest Destiny lead to the formation of the current borders of the United States?

Essential Knowledge

The student will be able to compare and contrast the Constitution and Articles of Confederation, the establishment of our government, and how the US moved West by reviewing literature from the time period.

- Articles of Confederation- Strengths and Weaknesses
- Northwest Ordinance
- Constitutional Convention
- Bill of Rights
- Amendments of the Constitution
- How Constitution fixed the Articles of Confederation
- Early Presidents
- War of 1812
- Andrew Jackson
- Monroe Doctrine
- Manifest Destiny

3. Civil War to the Gilded Age

Standards:

- Create a main idea/argument and support the statement with appropriate historical details/evidence.
- Identify key similarities and differences between two items through the use of topics.
- Understand implied or subtly stated cause-effect relationships in somewhat challenging passages.
- Understand point of view in more challenging passages
- Construct supporting details/evidence statements to support a main idea statement
- Analyze the collected evidence by grouping it in 2-3 ways that answers the prompt.

Essential Question:

Students will be able to answer the following question(s):

- What are the causes that led to the Civil War and how did the war change United States Society?
- How did the Reconstruction change politics and society in the South immediately after the Civil War?

Essential Knowledge

The student will, by reading firsthand accounts, understand the major events of the Civil War, and how the Civil War impacted the US after it ended, looking at Reconstruction and Jim Crow Laws.

- Lead up and causes of the Civil War
- Election of 1860

- Slavery
- Advantages and disadvantages of the Civil War
- People and battles of the Civil War
- Emancipation Proclamation
- Civil War Amendments
- Reconstruction Plans
- Jim Crow Laws
- Gilded Age
- Native American Plains and Wild West.

4. Industrial Revolution and Progressive Era

Standards:

- Identify key similarities and differences between two items through the use of topics.
- Design one's own sequential pattern of events and explain why they occurred in this manner
- Construct a main idea statement that answers a prompt question.
- passages or paragraphs
- Create a MEL-CON paragraph to answer a question related to specific historical content.
- Identify a clear central idea or theme in more challenging passages or their paragraphs.
- Infer a central idea or theme in a somewhat challenging

Essential Question:

Students will be able to answer the following question(s):

- How did technology change the way businesses operated in the United States and how that led to a rise in labor unions?
- How did the increase in immigration lead to a more urbanized society in the United States?

Essential Knowledge

The student will understand how major thinkers of the US became Captains of Industry and helped spur the Industrial Revolution movement in the US and how their inventions shaped the US. In addition the student will understand how the continuity and change over time of immigration and what the Progressive Era stood for.

- Captains of Industry vs Robber Barons
- Industrial Revolution
- Inventors
- Labor Union Notes
- Immigration Notes
- Ellis Island
- Nativism

- Urbanization
- Progressive Presidents
- Progressive Era

5. Roaring 20s to WWII

Standards:

- Identify causes and effects within a reading passage.
- Design one's own sequential pattern of events and explain why they occurred in this manner.
- Paraphrase virtually any statement as it is used in somewhat challenging passages
- Create a MEL-CON paragraph to answer a question related to specific historical content.

Essential Question:

Students will be able to answer the following question(s):

- How did the economy and the philosophies of the 1920s lead to the Great Depression in the United States?
- What factors led to the United States ending the Great Depression?

Essential Knowledge

The student will understand how the 1920s economic philosophies led to the Great Depression, which in turn is able to contextualize and synthesize New Deal legislation, and ultimately what ended the Great Depression, which was WWII.

- 1920s Economy
- Presidents of the 1920s
- Great Depression
- FDR and the New Deal
- WWII

6. Cold War to Present

Standards:

- Explain why items happened in a sequential order.
- Create a main idea/argument and support the statement with appropriate historical details/evidence.
- Create a MEL-CON paragraph to answer a question related to specific historical content.
- After looking at multiple primary source documents, construct a claim or argument (thesis) statement that you intend to prove using the documents.
- Analyze how one or more sentences in somewhat challenging passages relate to the whole passage when the function is subtle
- Understand point of view in more challenging passages

Essential Question:

Students will be able to answer the following question(s):

- How have the various wars impacted United States relations with the world in both a positive and negative way?

Essential Knowledge

The student will describe, using historical documents, the continuity and change of American foreign policy in the past 60-70 years as the world saw the US emerge as the superpower of the world and thus the involvement in various wars such as Cold War, Vietnam War, Korean War, and War on Terror shaped US diplomacy.

- Cold War
- Vietnam War
- Korean War
- Civil Rights Movement
- War on Terror

