

## AMERICAN STUDIES AE: COURSE #200

### SOCIAL STUDIES DEPARTMENT

#### Contact Information

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#### The Departments' Educational Philosophies

The goal of the Social Studies Department is to provide students with the information and skills necessary to act as responsible global citizens. To achieve this goal we facilitate the process whereby students develop an understanding of American culture. Culture includes the unique characteristics of American society – its social structure, economic system and political organization. An understanding of American society must be grounded in a knowledge of the general patterns of western civilization from which American culture evolved. In an age of increasing global interconnectedness, it is vital to develop an awareness of and appreciation for other cultures.

Proficiency in English is an essential component of education in the United States. An ability to understand and communicate in English is fundamental to the preservation of our democratic system and to the well-being of its citizens and ultimately, allows each of us to be more fully human.

### ENGLISH DEPARTMENT

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## **Guiding Principles**

All social studies students should:

- Demonstrate an awareness of the major factors involved in the development of civilizations from the Middle Ages to the present.
- Acquire useful and relevant information about the world in which they live.
- Develop the necessary skills to gather further information about whatever interests them.
- Think critically about sources of information, both primary and secondary, recognizing bias and viewpoint and separating fact and fiction.
- Interpret the world around them in such a way that they can make responsible decisions and act upon them effectively.
- Develop personal values and a sense of their own worth and dignity as individuals.
- Respect and appreciate one's own culture and way of life, as well as those of others.
- Be aware of the dependence of humans on their total environment and a personal concern for the preservation of an environment worth living in.
- Possess a sense of responsibility toward others and a willingness to work in a cooperative way for the common good.
- Develop a respect for learning and a desire to continue to learn beyond the opportunities provided by formal education.

All English students should:

- Speak and write clear, idiomatic English.
- Engage in the writing process, from pre-writing to editing, and peer feedback to revision.
- Develop voice and depth in both personal and literary papers.
- Develop confidence, independence and critical judgment relative to one's own work.
- Understand as fully as possible what is read.
- Increase understanding of self and others through literature.
- Develop standards of judgment and taste in literature.
- Find enduring pleasure and value in reading good books.

## **AMERICAN STUDIES AE: COURSE #200**

**Course Frequency:** One full-year course, two periods per day per six-day cycle

**Credits Offered:** Ten per year (five English AE/five US I AE)

**Prerequisite:** World History and English I

### **Background to the Curriculum**

The U.S. History component of this course is designed to provide a general overview and understanding of US history from the Revolutionary period to the reconstruction period. It is devoted to the development of the US as an emerging nation from the Revolutionary period through the end of the 19th century. The course emphasizes social, political and economic trends in US history, in addition to providing students with a working understanding of the intricacies of US government. A variety of outside readings, materials and primary sources supplement the textbook materials.

The American literature component of the course was developed through a major revision in the summer of 1997. The sophomore curriculum, based on American literature, became more structured to include readings in an American literature anthology, as well as other core readings. Reading and writing exercises were also developed to more closely parallel the Massachusetts English Language Arts Curriculum Framework expectations for grade ten.

In American Studies, students have opportunities throughout the year to collaborate on assignments based on interdisciplinary approaches.

### **Major Themes/Skills in U.S. History**

- Development of American government
- Evolution of the government and political system
- Conflict over control and self-government
- Technology and its impact on culture and history
- Understanding major economic systems
- Evolution of the capitalist economic system and its impact/interactions globally
- Impact of geography on culture and national identity
- Significant historical figures and events and their impact
- The role of race, class, ethnicity, and gender in US history
- Chronology and cause of events
- Key philosophical and artistic movements
- Causes and impact of migration
- Social trends and challenges
- Interaction between the US and the global community
- Development and impact of US foreign policy
- Challenge of justice in US society
- Transformation of the US into a world power

## **Topics**

- Causes and impact of the Revolutionary War
- Formation and framework of American government
- The New Republic and presidencies of Washington, Adams, Jefferson, Madison
- Tensions between nationalism and sectionalism
- Jacksonian Era
- Expansion and Reform Era
- The Civil War
- Reconstruction, Westward Expansion, Industrialization in the late 19th century

## **Core Topics/Concepts/Skills in English**

The reading program:

- Covers four major movements of American literature.
  - ~ Puritanism
  - ~ Romanticism/Transcendentalism
  - ~ Realism
  - ~ Modernism
- Explores literature in relation to its time period.
- Traces patterns and connections among American themes: loneliness, rebellion, escape, individualism, cultural diversity, prejudice, and the American Dream.
- Explores the role of regional trends in content and style.
- Explores the historical context and chronological development of the works studied.
- Explores cultural influences.
- Explores writer's style and its effect on a work's message.
- Develops close reading skills including application, analysis, synthesis, and evaluation.

The writing program:

- Offers extensive work on writing as a process, with a focus on writing models.
- Develops objective standards of effective writing.
- Develops skills of self-evaluation and peer evaluation.
- Includes literary analysis, MCAS-style in-class writing, as well as personal/creative writing.

The language program:

- Addresses vocabulary, grammar, usage, and style conventions in the context of the literature and student writing.
- Includes the study and application of literary terms and devices across literary genres.

Additional emphasis is placed on the following skills:

- Critical and creative thinking
- Articulate class discussion
- Collaborative learning
- Effective peer editing

**Course-End Learning Objectives in U.S. History**

<b><u>Learning objectives</u></b>	<b><u>Corresponding state standards, where applicable</u></b>
1] Understand British colonial policy and the colonists' reactions.	(USI.1, USI.5)
2] Recognize the reasons for the colonists' victory in the Revolutionary War.	(USI.4)
3] Analyze important documents of political thought during the Revolutionary Era.	(USI.2, USI.3)
4] Understand the development of government from the colonial period to the Constitution.	(USI.2, USI.3, USI.5, USI.6, USI.7, USI.8, USI.9, USI.11, USI.12, USI.13)
5] Understand the workings of the United States Constitution.	USI.7, USI.8, USI.9, USI.13, USI.14, USI.19, USI.21)
6] Describe the key conflicts that led to the formation of political parties.	(USI.20, USI.22)
7] Recognize the challenges of early US interactions with the world and compare the foreign policies of the early American Presidents (Washington, Adams, Jefferson, Madison).	(USI.22, USI.26)
8] Identify the causes and outcomes of the war of 1812.	(USI.26)
9] Compare and contrast the economic systems and development of the North, South and West.	(USI.26, USI.27, USI.28, USI.34)

10] Understand the Southern justification for the institution of slavery and analyze the impact of slavery on all aspects of society.	(USI.27, USI.28, USI.30, USI.34)
11] Understand the impact of technology on the transportation revolution and describe the challenges this presented for the nation.	(USI.26, USI.27)
12] Identify the changes that took place in the American political system, as well as the factors that led to those changes.	(USI.23, USI.24)
13] Create an awareness of the challenges faced by Native Americans as America expanded.	(USI.26)
14] Understand the changing dynamics between the three branches of government during the Jacksonian era.	(USI.24, USI.25)
15] Identify the ideological and practical aspects of westward expansion.	(USI.26, USI.28)
16] Analyze the motivations and level of success of the reform movements.	(USI.27, USI.28, USI.29, USI.30, USI.31, USI.32, USI.33)
17] Compare the factors that led to increased immigration and analyze the impact of immigrants on American society.	(USI.27, USI.31)
18] Analyze the economic, social and political factors of the 1850s that led to civil war.	(USI.28, USI.30, USI.34, USI.35)
19] Understand the chronology of the Civil War and the reasons for Northern victory.	(USI.36, USI.37, USI.38)
20] Analyze the social, economic and political implications of the Civil War and Reconstruction.	(USI.37, USI.38, USI.39, USII.1, USII.4)
21] Compare the different reconstruction plans and analyze the impact of each plan on Southern society.	(USI. 40)
22] Understand the factors that led to the closing of the American frontier and the impact on Native American lives and culture.	(USII.4)
23] Understand the interconnections between immigration, industrialization, urbanization, and urban politics.	(USII.1, USII.2, USII.3, USII.5)
24] Recognize the tensions that existed between urban and rural America.	(USII.2, USII.5)

## Course-End Learning Objectives in English

### Learning objectives

The Massachusetts Curriculum Framework for English Language Arts is comprised of twenty-seven General Standards organized into four Strands: Language, Literature, Composition and Media. The Learning Objectives for this course are matched to the relevant Framework Strand and Standard.

**Reading and critical thinking skills** are listed by increasing level of difficulty, moving from the concrete skills of observing and recalling to the more abstract skills of interpreting, synthesizing, analyzing and evaluating. It is the goal of the English Department to move each student toward mastery of advanced skills.

- 1] Understanding of plot, characters, and setting
- 2] Literal interpretations of events
- 3] Understanding of characteristics of different genres
- 4] Understanding of theme
- 5] Understanding of audience
- 6] Understanding of structure
- 7] Observation of connections and patterns
- 8] Observation of recurring character traits
- 9] Observation of similarities and differences among characters
- 10] Making of inferences about plot events, character, and theme
- 11] Interpretation of character
- 12] Observation and understanding of cultural values
- 13] Interpretation of symbolism
- 14] Synthesis of concepts and patterns
- 15] Analysis of the ways that style impacts theme and mood
- 16] Analysis of patterns in themes and style in different works
- 17] Analysis of varying critical interpretations or analytic techniques

The **writing skills** listed below recognize that writing is a cumulative skill, with each level assuming the skills of the previous level. At the AE level, the student will:

- 1] Edit own and others' work for language conventions and organization of ideas.
- 2] Distinguish between editing changes and writing revision.

### Corresponding State Standards, where applicable

Lit. #9, 12  
Lit. #8  
Lit. #10  
Lit. #11  
Lit. #18  
Lit. #12, 13, 14, 17  
Lit. #12  
Lit. #12  
Lit. #12  
Lit. #12, 17  
Lit. #12  
Lit. #9, 16  
Lit. #12, 13, 14  
Lit. #12  
Lit. #15

Comp. #22, 23  
Comp. #21, 22



### Assessments

- Frequent homework assignments
- Tests and quizzes, including geography based assessments
- Class participation
- Group projects
- Research and/or topic papers and analytical/thesis essays
- Readings incorporating critical analysis
- Cumulative final at the end of the year
- Combination evaluation (e.g. short answer/passages and/essay etc.)
- Checked/graded homework
- Reading log
- Passage analysis
- Analysis of literary characteristics and application to other works
- Personal/experiential/creative paper
- Interpretation of a written work in a different medium or genre
- Dramatization
- Role-play
- MCAS-style assignments
- Group/individual teaching assignment

### Technology Learning Objectives Addressed in This Course

(This section for faculty and administrative reference; students and parents may disregard.)

<u>Course activity: skills &amp;/or topics taught</u>	<u>Standard(s) addressed through this activity</u>
<ol style="list-style-type: none"><li>1] Students will word process and properly format papers.</li><li>2] Students will follow computer use guidelines and the academic integrity policy stated in the Acton-Boxborough Regional High School Student Handbook.</li><li>3] Students will see the value and the limitations of web sites offering literary assistance.</li><li>4] Students will use and properly cite the internet for literary criticism.</li><li>5] Use of computers and the Internet by students for research and daily work is encouraged when helpful or appropriate.</li></ol>	

### Materials and Resources in U.S. History

Texts:

- A History of the United States. Boorstin and Kelley. Prentice Hall, Needham, MA  
The Americans. Danzer, Klor de Alva, Krieger, Wilson, Woloch. McDougal Littell  
The American Nation. Garraty. Harper Collins, New York

Supplemental Materials:

American Experiences. Roberts and Olsen.

Our Land, Our Time Primary Source Readings. Annual Editions. Dushkin.

A History of the United States. Wade, Wilder, Wade. Houghton Mifflin, Boston

### **Materials and Resources in English**

*Literature* (American Literature), McDougal, Littell

#### Unit: The Early Tradition/Puritanism

Core: *The Crucible*; at least one selection from each of the following authors: Bradstreet, Taylor, and Edwards

Supplemental: Native American Selections, Wheatley, Smith, Bradford, *Massachusetts Bay Psalm Book*, and *The New England Primer*

#### Unit: Romanticism

Core: “The Pit and the Pendulum,” “Annabel Lee,” “The Raven,” “The Minister’s Black Veil,” “Inscription to the Entrance of a Wood,” “Civil Disobedience,” “Self-Reliance”; at least one selection from each of the following authors: Longfellow and Whitman

Supplemental: Irving, Whittier, Holmes, Lowell, Melville, *Night Thoreau Spent in Jail*, *Walden*, and *Call the Darkness Light*

#### Unit: Realism

Core: *Ethan Frome* and *The Adventure of Huckleberry Finn*; at least one selection from each of the following: Cather, Chopin, Douglass, Dickinson and Whitman

Supplemental: *The Awakening*, *O Pioneers*, *Sea Wolf*, *Ragged Dick*, *My Antonia*, *Maggie: A Girl of the Streets*, *The Red Badge of Courage*, *Pudd’ng Head Wilson*, and *A Connecticut Yankee in King Arthur’s Court*

#### Unit: Modernism

Core: *Catcher in the Rye*, *A Raisin in the Sun*, and “A Worn Path”; at least one selection from each of the following authors: Fitzgerald, O’Connor, Brooks, Faulkner, and Frost

Supplemental: Baldwin, Angelou, Sandburg, e.e.cummings, Pound, Dunbar, Williams, Robinson, St. Vincent Millay, Hayden, Roethke, Plath, and other modern poets; *After the First Death*, *Cannery Row*, *Moon is Down*, *Nothing But the Truth*, *Solitary Blue*, *Witch of Blackbird Pond*, *Their Eyes Were Watching God*, *A Lesson Before Dying*, *The Heart is a Lonely Hunter*, *One Flew Over the Cuckoo’s Nest*

#### Unit: Native American Literature

Core: A choice of one of the following selections: *Fools Crow*, *Education of Little Tree*, or a selection of short stories, myths, and poems