

## **SOCIAL STUDIES DEPARTMENT**

## **US HISTORY AND GOVERNMENT (SP): COURSES #286 and #288**

### **Contact Information**

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### **The Department's Educational Philosophy**

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.

### **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 develop 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.

## **US HISTORY AND GOVERNMENT (SP): COURSES #286 and 288**

**Course Frequency:** Two full-year courses, six times per six-day cycle

**Credits Offered:** Five per year

**Prerequisite:** World History

### **Background to the Curriculum**

This required two-year course is designed to provide a general overview and understanding of US history from the Revolutionary period to the present. The first year is devoted to the development of the US as an emerging nation from the Revolutionary period through the end of the 19th century. The second year focuses on the emergence of the US as a world power from the late 19th century to the present. Both courses emphasize 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.

### **Major Themes/Skills:**

- 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
- US expansion abroad
- Progressive Era

**Topics (continued)**

- WWI
- 1920s
- Depression and New Deal
- WWII
- US in the Cold War
- US in the 1950s-1960s
- Civil Rights
- 1970s to the present

**Course-End Learning Objectives**

<b><u>Learning objectives</u></b>	<b><u>Corresponding state standards, where applicable</u></b>
<i>Students will</i>	
1] Understand British colonial policy and the colonists' reactions.	(1.1, 1.5)
2] Recognize the reasons for the colonists' victory in the Revolutionary War.	(1.4)
3] Analyze important documents of political thought during the Revolutionary Era.	(1.2, 1.3)
4] Understand the development of government from the colonial period to the Constitution.	(1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 1.11, 1.12, 1.13)
5] Understand the workings of the United States Constitution.	(1.7, 1.8, 1.9, 1.13, 1.14, 1.19, 1.21)
6] Describe the key conflicts that led to the formation of political parties.	(1.20, 1.22)
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).	(1.22, 1.26)
8] Identify the causes and outcomes of the War of 1812.	(1.26)
9] Compare and contrast the economic systems and development of the North, South and West.	(1.26, 1.27, 1.28, 1.34)
10] Understand the Southern justification for the institution of slavery and analyze the impact of slavery on all aspects of society.	(1.27, 1.28, 1.30, 1.34)
11] Understand the impact of technology on the transportation revolution and describe the challenges this presented for the nation.	(1.26, 1.27)
12] Identify the changes that took place in the American political system, as well as the factors that led to those changes.	(1.23, 1.24)

13] Create an awareness of the challenges faced by Native Americans as America expanded.	(1.26)
14] Understand the changing dynamics between the three branches of government during the Jacksonian era.	(1.24, 1.25)
15] Identify the ideological and practical aspects of westward expansion.	(1.26, 1.28)
16] Analyze the motivations and level of success of the reform movements.	(1.27,1.28, 1.29, 1.30, 1.31, 1.32, 1.33)
17] Compare the factors that led to increased immigration and analyze the impact of immigrants on American society.	(1.27, 1.31)
18] Analyze the economic, social and political factors of the 1850s that led to civil war.	(1.28,1.30, 1.34, 1.35)
19] Understand the chronology of the Civil War and the reasons for Northern victory.	(1.36, 1.37, 1.38)
20] Analyze the social, economic and political implications of the Civil War and Reconstruction.	(1.37, 1.38, 1.39, 2.1, 2.4)
21] Compare the different reconstruction plans and analyze the impact of each plan on Southern society.	(1. 40)
22] Understand the factors that led to the closing of the American frontier and the impact on Native American lives and culture.	(2.4)
23] Understand the interconnections between immigration, industrialization, urbanization, and urban politics.	(2.1, 2.2, 2.3, 2.5)
24] Recognize the tensions that existed between urban and rural America.	(2.2, 2.5)
25] Identify the factors that led to and implications of late 19th-early 20th century US expansion abroad.	(2.6)
26] Compare the foreign policies of the administrations of McKinley, Roosevelt, Taft and Wilson.	(2.6)
27] Analyze the extent to which social inequities were addressed in the Progressive era.	(2.5, 2.8, 2.9)
28] Identify key figures from the Progressive era and analyze their impact on society.	(2.5, 2.6, 2.7, 2.8, 2.9)
29] Understand the factors that led to the outbreak of the world wars in Europe, as well as US involvement in the wars.	(2.6, 2.7, 2.15)

30] Analyze the reasons for renewed US isolationism from European affairs immediately following WWI.	(2.7, 2.10, 2.14)
31] Analyze the social, political, and economic domestic consequences of US involvement in both world wars.	(2.7, 2.10, 2.11, 2.14, 2.17)
32] Understand the chronology of both world wars.	(2.7, 2.15, 2.16)
33] Recognize the social, economic and political trends of the 1920s.	(2.9, 2.10, 2.11)
34] Identify the causes of the Great Depression.	(2.11, 2.12)
35] Compare the dominant economic policies and philosophies of the 1920s and 1930s.	(2.11, 2.12)
36] Evaluate the impact of the New Deal on American society.	(2.11, 2.12, 2.13)
37] Describe the key factors in the development of cold war tensions between the US and the Soviet Union.	(2.15, 2.16, 2.18, 2.19)
38] Create an awareness for the implications of US/Soviet tensions on US society.	(2.16, 2.18, 2.19, 2.20, 2.22, 2.24, 2.28)
39] Understand the differences in cold war foreign policy of the administrations of Eisenhower, Kennedy, Johnson and Nixon.	(2.20, 2.21, 2.23)
40] Recognize the factors that ended the Cold War and its legacy.	(2.29, 2.33)
41] Understand the impact of economic growth and US foreign policy on social movements of the 1950s and 1960s.	(2.19, 2.20, 2.22)
42] Understand the origins, development and key accomplishments of the civil rights movement and compare the different philosophies for change.	(2.9, 2.17, 2.25, 2.26)
43] Create an awareness of the impact of Watergate and Vietnam on American politics and society.	(2.28)
44] Understand the origins, development and key accomplishments of the women's rights movement.	(1.27, 1.32, 2.9, 2.17, 2.27)
45] Analyze how the governmental balance of power has changed over time.	(1.15, 1.16, 2.13)
46] Understand the basic geography of the US and how the geographic positions of nations affect US interactions with the world.	(1.10, 2.19, 2.15, 1.28, 1.36, 1.38, 2.6)
47] Analyze America's role in the post-9/11 world.	(2.33)

### **Assessment**

- Frequent homework assignments
- Tests and quizzes, including geography-based assessments
- Class participation is encouraged
- Group projects
- Research and/or topic papers
- Readings incorporating critical analysis
- A cumulative final is given at the end of each year.

### **Technology Learning Objectives Addressed in This Course**

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

<b><u>Course activity: skills &amp;/or topics taught</u></b>	<b><u>Standard(s) addressed through this activity</u></b>
1] Use of computers and the internet by students for research and daily work is encouraged when helpful or appropriate. 2] Research and topic papers are expected to be typed.	

### **Materials**

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