

<b>DEPARTMENT: SOCIAL STUDIES</b>	<b>COURSE TITLE: TOPICS IN UNITED STATES HISTORY</b> <b>COURSE NUMBER: 112</b>
<b>GRADE(S): 10</b>	<b>PRE-REQUISITES (IF ANY):</b>

<b>UNIT</b>	<b>LENGTH</b>	<b>CONTENT</b>	<b>SKILLS</b>	<b>METHODS OF ASSESSMENT</b>	<b>FRAMEWORK STRAND(S) &amp; STANDARD(S)</b>
US Geographic Regions	3-4 days	<ul style="list-style-type: none"> <li>Textbook inventory</li> <li><i>A More Perfect Union</i>, Chapter 1, lesson 1</li> <li>American Geographic Regions chart</li> <li>American Geographic Regions map</li> <li>Geography and climate influence culture/history</li> <li>Main geographic features of different regions of the United States</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Demonstrate text management and reading attack skills.</li> <li>Gather and organize information into charts.</li> <li>Create visual representations of written material.</li> <li>Demonstrate notebook management and organization skills.</li> </ul>	<ul style="list-style-type: none"> <li>American Geographic Regions Mural</li> <li>Quiz</li> </ul>	Geography Strand LS 7, 8, 9
US History Timeline Project: Colonialism—Reconstruction	10 days	<ul style="list-style-type: none"> <li>Review key eras and events in US history through Reconstruction</li> <li>Cause and effect, sequence and correlation of historical events</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Demonstrate research skills, including identification of appropriate sources, using notecards, and synthesizing information from a variety of sources.</li> <li>Evaluate events for historical significance.</li> <li>Demonstrate essential writing skills, including paragraph construction, writing topic sentences and including relevant historical detail.</li> <li>Understand graphic organization.</li> <li>Participate in group decision making and understand individual accountability.</li> </ul>	<ul style="list-style-type: none"> <li>Individual: depth of research, thorough understanding of historical detail, insight into historical significance, writing mechanics.</li> <li>Group: accuracy of timeline, professional production</li> </ul>	History Strand LS 1, 2, 3, 4, 5, 6
The American West	10 days	<ul style="list-style-type: none"> <li>Describing the sequence of US territorial acquisitions and settlement</li> <li>Selected readings from <i>Decisions that Shaped America</i> series</li> <li>Geography as oppositional to Western expansion</li> <li>Why differences in culture led to hostilities between Plains Indians and white settlers</li> <li>Contributions of African Americans in the settlement of the West (myth of the West)</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Extract information from videos.</li> <li>Distinguish sound generalizations from false over simplifications.</li> <li>Integrate economics with historical content.</li> <li>Write clearly and accurately using historical detail.</li> <li>Apply understanding of Western geography to historical decision making.</li> <li>Analyze photographs as primary source documents.</li> </ul>	<ul style="list-style-type: none"> <li><i>Donner Party</i> video</li> <li><i>Custer's Last Stand</i> video</li> <li>Great Plains Farming simulation</li> <li><i>Forgotten Pioneers</i> article</li> <li>Test</li> <li>Americans Move West photo activity</li> </ul>	History Strand LS 1, 2, 3, 4 Geography Strand LS 9, 10 Economics Strand LS 11
Industrialization, Immigration, and Urbanization	15 days	<ul style="list-style-type: none"> <li>Selected readings from <i>Decisions that Shaped America</i> series</li> <li>Compare and contrast cottage industry to assembly line and mass production</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Demonstrate research skills.</li> <li>Assess the social and economic impact of the division of labor.</li> </ul>	<ul style="list-style-type: none"> <li>Industrial Revolution search activity</li> <li>Assembly line simulation</li> </ul>	Economics Strand LS 11, 13, 15 History Strand

		<ul style="list-style-type: none"> <li>• Management vs. labor conflict</li> <li>• Role of unions and skilled vs. unskilled labor</li> <li>• Main characteristics of an industrial city</li> <li>• Role of technological innovation in fueling industrial growth</li> <li>• Response to, and regulation of, laissez faire capitalism</li> <li>• Contrast pre-1870 immigrants to post-1870 immigrants</li> <li>• Relationship between immigration and urbanization</li> <li>• Causes and consequences of urbanization, including its effects on quality of life</li> <li>• Impact of policy making on an industrial city</li> </ul>	<ul style="list-style-type: none"> <li>• Create interpretations based on information presented in charts and graphs.</li> <li>• Participate in group work.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Charting the Growth of Cites</i></li> <li>• <i>Urbanization</i> computer simulation</li> <li>• Test</li> <li>• <i>1880s, Immigration, New York City</i> (central park) videos</li> </ul>	LS 1, 2, 4, 6 Civics and Government Strand LS 16, 19
Becoming a World Power: American Overseas Expansion	10 days	<ul style="list-style-type: none"> <li>• Explore regions the United States expands to/influences</li> <li>• Economic, social repercussions of Imperialism.</li> <li>• Manifest Destiny</li> <li>• Economic pushes and pulls of expansion</li> <li>• Sequence of expansion</li> <li>• Cause/effect of expansion domestically and international</li> <li>• Spanish American War</li> <li>• Cause/Effect of WWI</li> <li>• American Involvement in the War</li> <li>• European theater</li> <li>• Trench Warfare (technological advances in warfare)</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Demonstrate research skills, including locating and organizing information for clear presentation.</li> <li>• Understand effective oral communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Geography (Map) World map</li> <li>• Research project (outside inside presentation)</li> <li>• Identifications</li> </ul>	
Roaring 20's and Great Depression	15 days	<ul style="list-style-type: none"> <li>• Understanding prosperity and depression</li> <li>• Economic differences by region</li> <li>• Supply/demand</li> <li>• Role of government in U.S.</li> <li>• Causes of the Stock Market crash of 1929</li> <li>• New Deal</li> <li>• Generation gap</li> <li>• Urban vs. Rural (Scopes trial)</li> <li>• "Great Migration"</li> <li>• Effect of Depression on ALL socioeconomic classes</li> <li>• Connection of US economy to world economy</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Analyze primary documents.</li> <li>• Participate in group work.</li> <li>• Demonstrate research and note taking skills.</li> <li>• Analyze photographs as primary source documents.</li> <li>• Demonstrate ability to develop a five-paragraph essay.</li> <li>• Demonstrate ability to locate and organize information for clear presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifications</li> <li>• Stock Market Game</li> <li>• <i>War, Peace and All That Jazz</i> chapters 8, 10-17, 24</li> <li>• <i>Grapes of Wrath</i> video</li> <li>• Compare/Contrast essay: different experiences of the depression</li> <li>• Dorothea Lange Photo analysis</li> <li>• Great Migration primary source document analysis</li> </ul>	