

American Studies (History)
Credit – 2 (1 credit hour in Social Studies)
Term(s) – 1 Year

Text: The American Pageant by Thomas A. Bailey, David M. Kennedy and Lizabeth Cohen.

Prerequisites:

While there are no prerequisites for American Studies History, it is highly recommended that students have taken Civics Honors and/or the honors levels of LA-9 and LA-10. These classes provide experiences in research, writing, and test-taking that will serve students well in American Studies.

Course Description:

American Studies History is combined with American Studies English to form a two-credit honors class. American Studies History is the honors level of the U.S. History credit that is required for graduation. It is a college preparatory class that should equip students with the research, writing, and critical thinking skills necessary to be successful at the college level.

Course Content:

Major units of study in this year-long class include: the National Period, Jacksonian Democracy, Manifest Destiny, Civil War and Reconstruction, the Gilded Age, American Foreign Policy 1890-1920, Reform Movements from 1890-1920, the 1920s, the Great Depression, World War II, and Post-WWII America.

Course Format:

This course includes a wide variety of presentation formats including: lecture/discussion, group activities and presentations, student-led discussions, multi-media presentations, and team teaching activities.

Course Expectations:

American Studies History is a challenging, honors-level class that places a strong emphasis on higher order thinking skills. Students will be expected to read not only textbook passages, but also, a wide variety of primary sources and other handouts. Students will have regular experiences in individual and group research projects. There is also a heavy emphasis on the development of writing skills through essays on tests, group research presentations, as well as regular individual research projects. Students will be expected to document research papers using the MLA format. Students will also be expected to regularly participate in class discussion and within group settings.

Course Assessment:

Separate grades are given for the History and English portions of the American Studies class. The American Studies History class uses a total point system that places greater emphasis on tests and projects requiring more time and greater use of higher order thinking skills. Grades are based upon a wide variety of assessments including, but not limited to, tests, quizzes, daily assignments, group work, projects, class participation, and a research paper (during 2nd semester).

Objectives:**STATE STANDARD 14**

- A. Analyze basic principles of American government as expressed in important historical documents. (D and M)
- B. Compare and contrast the major types of political/economical systems that are being used or have been used throughout the world. (D and M)
- C. 1) Identify examples of the expansion of the franchise in U.S. history. (D and M)
2) Evaluate the effects of the expansion of the franchise in U.S. history. (IDM)
- D. 1) Evaluate the roles and influences of various individuals and groups in shaping government policies. (D and M)
2) Critique differing perspectives on political issues in U.S. history. (IDM)
- E. Assess various roles the U.S. has played in world affairs. (IDM)
- F. 1) Analyze the origins and development of American democratic ideals. (D and M)
2) Critique the distinction between rights as they are expressed and as they are applied/exercised in U.S. history. (D and M)
3) Examine historical events that have brought about changes in U.S. political ideas and traditions. (IDM)

STATE STANDARD 15

- A. Examine how various determinants have influenced American economic development. (IDM)
- B. Assess how various factors have impacted consumers. (IDM)
- C. Assess how various factors have impacted producers/suppliers. (IDM)
- D. Assess various ways that technology has impacted the U.S. economy. (IDM)
- E. Evaluate how government policies have impacted the U.S. economy. (IDM)

STATE STANDARD 16

- A. 1) Apply cause and effect relationships to historical events. (IDM)
2) Compare and contrast competing interpretations of historical events. (IDM)
3) Critique factors that influence historical interpretation. (IDM)
- B. Judge the impacts of key individuals/groups/ideas/events upon eras of U.S. history. (IDM)
- C. Judge the impacts of key individuals/groups/ideas/events upon the U.S. economy. (IDM)
- D. Judge the impacts of key individuals/groups/ideas/events upon U.S. social history. (IDM)
- E. Explain how the development of the U.S. has impacted the natural environment. (IDM)

STATE STANDARD 17

- A. Demonstrate the ability to use maps/charts/graphs in appropriate situations. (IDM)
- B. Analyze the relationship between geographic features and human activities in U.S. history. (IDM)
- C. Explain how geographic features have impacted the settlement of the U.S. (IDM)

STATE STANDARD 18

- A. Analyze the relationship between various cultural factors and the development of U.S. society. (IDM)
- B. Judge impacts of American government policies/institutions upon individuals and groups. (D and M)
- C. Analyze how diverse groups have contributed to U.S. social systems. (IDM)