

## Honors United States History

21003200		Description of Average Weekly Outside Requirements	
<b>Main Topics (What main ideas/concepts will be covered?):</b> <ul style="list-style-type: none"> <li>• Civil War &amp; Reconstruction</li> <li>• Gilded Age</li> <li>• Progressive Era</li> <li>• Age of Imperialism</li> <li>• Interwar Era</li> <li>• Cold War</li> <li>• Modern Day – the Present</li> <li>• Florida’s Place in US History</li> </ul>	<b>Rationale: (Why should a student take this course?)</b>  Honors US History is a college preparatory course that offers an opportunity to learn the story of the nation while working on the development of independent learning skills necessary in college an adult life.  Reading and research skills, required in all college classes, are a focal point in the class.	<b>Reading (Text, document, etc):</b>  Reading is an integral part of any history class. In Honors US History students will read parts of the text, primary and secondary source documents of varying lengths to acquire the content of the course. While much of the reading will be I class followed by discussion, there will also be readings assigned for outside the classroom.  Students are asked to read & process 25 – 50 pages a week between class assignments & homework.	<b>Written (Terms, questions, outlines, free response, etc):</b>  Since Honors US History is a college preparatory course writing is a requirement. The type of writing varies in length and style. Some essays will be written, but students will also work on writing strategies to help enhance their essays.  Each 9 weeks a project will incorporate writing.  <b>History Fair is a requirement of this course.</b>
<b>Grade Composition (How are grades determined?):</b> 20 -30% Tests 15 – 25 % Quizzes 15 -25% Products & Writing 12 -30% Projects (History Fair, Review Project) 5 – 15%% Work Ethic (Participation, Notebooks & Blogging)	<b>Skill Development (What skills are developed in this course and how?)</b> Reading, Writing, & Remembering are the core elements of any history class. The necessary thinking skills emphasized are Analysis, Synthesis, & Evaluation.  Modeling and practicing of all three higher order skills is a part of the class on a weekly basis.	<b>Sample Textbook Excerpt: Chap. 19: World War I &amp; Its Aftermath, 1914–1920</b>  <b>African Americans in the War</b> Of the nearly 400,000 African Americans who were drafted, about 42,000 served overseas as combat troops. African American soldiers encountered discrimination and prejudice in the army, where they served in racially segregated units almost always under the supervision of white officers. Despite these challenges, many African American soldiers fought with distinction in the war. For example, the African American 92nd and 93 <sup>rd</sup> Infantry Divisions fought in bitter battles along the Western Front. Many of them won praise from the French commander, Marshal Henri Pétain, and the United States commander, General John Pershing. The entire 369th Infantry Division won the highly prized French decoration, the Croix de Guerre (“war cross”), for gallantry in combat.	
<b>Required Skills (What skills are necessary to be successful in this course?)</b> <ul style="list-style-type: none"> <li>• Work Ethic</li> <li>• Independent Learner</li> <li>• Analytical Reading &amp; Comprehension</li> <li>• Synthesis of Content</li> <li>• Research &amp; Documentation</li> <li>• Time Management</li> </ul>	Research skills, including content acquisition, bibliographies, and citing sources are addressed through the development of History Fair research or one of the optional other research products.  Analysis of graphs, charts, maps, & political cartoons is an integral part of the course and necessary for preparation for the End of Course Test.	<b>Women in the Military</b> World War I was the first war in which women officially served in the armed forces, although only in noncombat positions. Women nurses had served in both the army and navy since the early 1900s, but as auxiliaries. Nurses were not assigned ranks, and the women were not technically enlisted in the army or navy. As the military prepared for war in 1917, it faced a severe shortage of clerical workers because so many men were assigned to active duty. Early in 1917, the navy authorized the enlistment of women to meet its clerical needs. The women wore a standard uniform and were assigned the rank of yeoman. By the end of the war, over 11,000 women had served in the navy. Although most performed clerical duties, others served as radio operators, electricians, pharmacists, photographers, chemists, and torpedo assemblers.  (Appelby, et al. <u>The American Vision</u> . 1e., NY: McGrawHill Corp, 2005. p 585.)#	