

# United States History

		Description of Average Weekly Outside Requirements	
<b>Main Topics (What main ideas/concepts will be covered?):</b>  Causes and Effects of the Civil War, Roots of American Political Parties, U.S. Industrialization, Effects of Immigration on American Society, American Imperialism, Great Depression, World Wars I&II, The Civil Rights Movement, The New Century	<b>Rationale (Why should a student take this course?)</b>  Through this course, students gain perspective on the events, people, and ideas that shaped the United States. Students will then be able to take these lessons learned and clearly understand the interconnectedness of our local and global Communities.	<b>Reading (Text, document, etc):</b> Students will read from the textbook, approximately 5-10 pages at a time, between 3 and 4 times a week.  Reading will correspond with the lecture notes that will be given each class session.	<b>Written (Terms, questions, outlines, free response, etc):</b> Students will answer chapter questions- approximately 6 per chapter section, as they complete their required reading and lecture notes.  Students will write a free response question within each Chapter assessment...these are short answer-type questions that require students to analyze a situation and develop actions to correct the situation.
<b>Grade Composition (How are grades determined?):</b> 25% Multiple Choice Tests 25% Lecture Notes/Participation 20% Notebook Check (Reading Questions & Notes) 20% Work Ethic (Quizzes, etc) 10% Reading Participation	<b>Skill Development (What skills are developed in this course and how?)</b> Analysis- students will be given situations in which they will be required to understand the cause, action, and effect of historical events in the US and how they play a role in their lives today.  Citizenship- students will begin to understand how US institutions work. They will form opinions about political, economic, and military intervention in society which should lead to a greater understanding of why/how our citizens and government promote changes to better society.	<b>Sample Textbook Excerpt:</b> The suffrage movement got off to a slow start. Women suffragists were accused of being unfeminine and immoral. Several were physically attacked. The movement also remained weak because many of the supporters were abolitionists as well. In the years before the Civil War, they preferred to concentrate on abolishing slavery. After the Civil War, the Republicans in Congress introduced the Fourteenth and Fifteenth Amendments to the Constitution to protect the voting rights of African Americans. Several leaders of the woman suffrage movement had wanted these amendments worded to give women the right to vote as well. They were bitterly disappointed when Republicans refused. The debate over the Fourteenth and Fifteenth Amendments split the suffrage movement into two groups: The National Woman Suffrage Association, led by Elizabeth Cady Stanton and Susan B. Anthony, and the American Woman Suffrage Association, led by Lucy Stone and Julia Ward Howe. (Appelby, et al. <u>The American Vision</u> . 1e., NY: McGrawHill Corp, 2005. P. 550)	
<b>Required Skills (What skills are necessary to be successful in this course?)</b>  Reading/Comprehension Open Mind- Varying View Points Basic Writing- Analytical Time Management- Class Time Organization- Notebooks			