

Course Outline

Name of Course: American Studies I **Written/Revised:** May 2009

Course Number: 211 Honors
212 CP-A
213 CP-B

Number Credits: 5

Level of Course: Honors, CP-A, CP-B

Grade Level 10

Prerequisite: none for American Studies CP-A and CP-B. World Studies Honors or test-in for American Studies Honors

Course Description:

I. Introduction - All Levels of Instruction

American Studies One has been designed as the second year required Social Studies course. American Studies One is presented on three separate levels of instruction. These levels are: Honors, College Prep-A, and College Prep-B. All three levels of instruction have been designed to enable every student to understand and appreciate the forces that have shaped the United States of America. By the end of Grade 12, students will be required to display a mastery of the New Jersey Core Proficiency Standards, building upon knowledge and skills gained in preceding grades. *Copies of the New Jersey Core Proficiency Standards are available upon request.* Social Studies Skills and New Jersey History will be integrated into the instruction as appropriate for each content standard.

II. New Jersey Core Proficiency Standards - All Levels of Instruction

Standard 6.1 All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of Civics, History, Geography, and Economics.

Standard 6.2 (Civics) All students will know, understand and appreciate the values and principles of American Democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.

Standard 6.3 (World History) all students will demonstrate knowledge of world history in order to understand life and events in the past and how they relate to the present and the future.

Standard 6.4 (United States and New Jersey History) All students will demonstrate knowledge of the United States and New Jersey history in order to understand life and events in the past and how they relate to the present and the future.

Standard 6.5 (Economics) all students will acquire an understanding of key economic

principles.

Standard 6.6 (Geography) all students will apply knowledge of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment.

III. Course Outline - All Levels of Instruction

Text : **The Americans : A History**, Jordan, Winthrop D. , *et al.*; McDougall, Littel & Company

The Course Outline listed below is a core outline that is followed at all levels of instruction. Each level of instruction also includes additional readings, projects and assignments that are appropriate for that level.

Unit One : The Colonial Era - The Making of the American Mind

Chapter 5 - The Constitution of the United States (1776-1800)

Chapter 6 - 6.1, 6.2, 6.3, 6.4, 6.5 The Origins of American Politics (1789-1820)

Chapter 8 - 8.2, 8.3, 8.4 (½), 8.5 The Growth of the National Economy (1790-1850)

Unit Projects : Legislation Bill Group Project
Mock Trial – Thomas Jefferson
Jefferson Historical Pamphlet

Unit Films : *George Washington : The Man Who Wouldn't Be King*
Jefferson's Blood
The Duel
1812
Founding Brothers
Founding Fathers
HBO John Adams
Ken Burns - Lewis and Clark

(Honors – There is a summer project that's counts as a project grade-1st

MP)

Unit Two : The Romantic Era - The Flowering of the American Mind

Chapter 8-5 The Age of Jackson

Chapter 9 - 9.2, 9.3 Religion and Reform (1815-1855)

Chapter 10 - 10.1, 10.3, 10.4, 10.5 The Coming of the Civil War (1846- 1861)

Unit Projects : Clay, Calhoun, and Webster Newspaper Project
Andrew Jackson Campaign Poster
(Document Based Question Project)

Unit Films : *Jackson: Biography Channel*
Amistad
John Brown's Holy War
Not For Ourselves Alone
(Valley of the Shadow Project)

Unit Three : The Gilded Age - The Questioning of the American Mind

Chapter 11 - 11.1,11.2,11.3,11.4 Civil War (1861- 1865)
Chapter 12 - 12.2 Reconstruction (1865- 1877)
Chapter 16 – 16.3 Life At The Turn of The Twentieth Century
Chapter 14 - 14.1,14.2,14.3 Looking West (1860- 1900)

Unit Projects : Civil War Project
Guest Speaker - Vince Mohan
Civil War Photo Project
(The Trial of John Brown)

Unit Films : *The History Channel: The Civil War*
Glory
Ken Burns' Civil War
Wild West Tech
Dances With Wolves
Wounded Knee

Unit Four : The American Age - The Defining of the American Mind

Chapter 17 - 17.1, 17.2 (½), 17.3 Becoming a World Power (1890-1915)
Chapter 18 – 18.2 , 18.4 the Progressive Reform (1890- 1920)
Chapter 19 World War I (1914-1920)

Unit Projects : (World War I Game) World War I Poster Project

Unit Films : *The Story of T.R.* (selections) *The Lost Brigade*, *The Making of the Panama Canal*
Johnny Got His Gun
Fly Boys

Mid Term : New Jersey Historical Study

Final: Exam (Essay Exam)

IV. Additional Policies Regarding this Course

The Department Honors Policy requires faculty recommendation and an entrance exam for placement into the Honors Level. Students previously enrolled in an Honors course who have also maintained a B average at the end of the first semester may not be required to re-apply for placement at the Honors Level. *A copy of the Department Honors Policy is available by request.*

A Faculty recommendation is required for placement into all other course levels.

Students at the Honors Level may be required by their Instructor to complete a summer assignment.

Both the Honors level and the CP-A level require student assessment through the use of a pre-test for reading content.

V. Course Evaluation

All levels of instruction for this course will follow the grading policy listed below:

Tests , Essays :	40 %
Projects:	25 %
Quizzes Pre-tests:	30 %
Homework	5%

Homework may additionally be graded (5%).

It is the policy of the Social Studies Department that all assignments that are turned in after their due date will be considered late. Assignments that are one day late will result in a permanent loss of credit.

High Point Regional High School's curriculum and instruction are aligned to the NJ Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affect ional or sexual orientation, gender, religion, disability or socioeconomic status.