

Course Outline

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

Course Number: 221 Honors **Number Credits:** 5
222 CP-A
223 CP-B

Level of Course: Honors, CP-A, CP-B **Grade Level** 11

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

Course Description:

I. Introduction - All Levels of Instruction

American Studies Two has been designed as the third year required Social Studies course. American Studies Two is presented on three separate levels of instruction. These levels are: Honors, CP-A and CP-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. The course has been designed to cover the historical time period of the 1920's to the present day.

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: **America: Pathways To The Present**, Clayton, Andrew, *et.al.*, Prentice Hall (2005)

Text (Honors Only) : **The American People : Creating a Nation and a Society** , Nash, Gary B., *et al.*; Longman, 7th edition , 2005.

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. Additional Honors assignments appear in parentheses. Honors text in parentheses.

Marking Period One

The Great Depression and World War II

Chapter 20 – Postwar Social Change (1920-1929)

Chapter 22 – Crash and Depression

Chapter 23 – The New Deal

Chapter 24 – World War II – The Road To War

Honors Chapters (23 – Affluence and Anxiety, 24- The Great Depression and the New Deal) (Chapter 25 - World War II)

Project – Stock Market Game, Faces of the Great Depression, World War II Propaganda, Pearl Harbor Assignment (*National Geographic*) World War II Project (A Primary Document Project Involving World War II)

Videos: *Great Depression, The Century- 1930's, 1940's, Cinderella Man, The Grapes of Wrath*

Marking Period Two

The Cold War and Post World War II America

Chapter 25 – World War II and American at Home

Chapter 26 – The Cold War

Chapter 27 – The Post War Years At Home
Chapter 32 - Leadership of the 1960's
(Chapter 26 - Postwar Growth and Social Change)
(Chapter 27 - Chills and Fever During the Cold War)
Project - 1950's Project, 1950's Newspaper
Film – *David Halberstem's The 1950's, 13 Days, The Century – 1940's , 1950's, Berlin Wall*

Marking Period Three

A Period of Turmoil and Change

Chapter 28 – The Civil Rights Movement
Chapter 29 – Kennedy and Johnson Years
(Chapter 28 - High Water and Ebb Tide of the Liberal State)
(Chapter 29 The Struggle for Social Reform)
Chapter 31 – Vietnam War
Project - 1960's Project, 1960's Interview Project, Primary Source Comparison: MLK and Malcolm X, MLK Web Quest/ Scavenger Hunt, Little Rock Nine Web quest, Culture Studies of the 60's: Musicians and Artists, Social Movements Brouchure/Photo Story/ Movie Maker
Video - *Letters Home, Halberstam 50's, The Century 1950's, 1960's, Return With Honor, Viet Nam Pilots, Eyes On The Prize, Attica*

Marking Period Four

Continuity and Change

Chapters 32 – Nixon, Ford, Carter
Chapter 33 – The Conservative Revolution
(Chapter 30 - The Revival of Conservatism)
Chapter 34 – Entering A New Era
Project - 1970's / 1980's \ Project, Watergate Project, Energy Crisis Project
Video - *The History Channel : The 1970's / The 1980's, The Century- 1970's, 1980's, 1990's , The Regan Years, all The President's Men, 9/11*

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.*

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 Academic 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	:	20 %
Homework/Class work / Quizzes		40%

It is the policy of the Social Studies Department that all assignments are to be presented in a timely manner. 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 State’s 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, affectional or sexual orientation, gender, religion, disability or socioeconomic status.