



<p><u>Course Title:</u> American History</p>		
<p><u>Description:</u></p> <p>American History is a two semester course required for graduation. In this class, students are asked to examine movements in America, both past and present, which have shaped the American point of view. Students will study periods of American History from post Reconstruction (1877) to present day.</p>		
<u>Reporting Topic</u>	<u>Grade Level Standards</u>	<u>Competency Statement</u>
<p>Social Change</p>	<ul style="list-style-type: none"> Analyze how diverse ideologies impacted political and social interactions during eras such as Reconstruction, the Progressive Era, and the Civil Rights movement. (SS-US.9-12.13) Evaluate the impact of gender roles on economic, political, and social life in the US. (SS-US.9-12.14) Explain the patterns of and responses to immigration on the development of American culture and law. (SS-US.9-12.17) Analyze the effects of urbanization, segregation, and voluntary and forced migration within regions of the U.S. on social, political, and economic structures. (SS-US.9-12.18) Examine how imperialism changed the role of the United States on the world stage prior to World War I. (SS-US.9-12.19) Analyze change, continuity and context across eras and places of study from Civil War to modern America. (SS-US.9-12.21) Evaluate the impact of inventions and technological innovations on the American society and culture. (SS-US.9-12.22) Analyze the relationship between historical sources and the secondary interpretations made from them. (SS-US.9-12.23) Critique primary and secondary sources of information with attention to the source of the document, its context, accuracy, and usefulness such as the Reconstruction amendments, Emancipation Proclamation, Treaty of Fort Laramie, Chinese Exclusion Act, Roosevelt's Corollary to the 	<p>Students will analyze social, economic, and political consequences of the American Civil War and how they have reverberated from the end of the war through today.</p>



	<p>Monroe Doctrine, Wilson's Fourteen Points, New Deal Program Acts, Roosevelt's Declaration of War, Executive Order 9066, Truman Doctrine, Eisenhower's Farewell Speech, Gulf of Tonkin Resolution, Test Ban Treaty of 1963, Brown vs. Board of Education decision, Letter from a Birmingham Jail, and the Voting Act of 1965. (SS-US.9-12.24)</p> <ul style="list-style-type: none"> • Evaluate lowans or groups of lowans who have influenced U.S. History. (SS-US.9-12.27) • Employ maps to display and explain the spatial patterns of human and environmental characteristics. (SS-Geo.9-12.13) • Analyze how environmental and cultural characteristics of various places and regions influence political and economic decisions. (SS-Geo.9-12.17) • Assess the impact of economic activities and political decisions on urban, suburban, and rural regions. (SS-Geo.9-12.20) • Identify characteristics of groups, and the influences that groups and individuals have on each other. (SS-Soc.9-12.14) • Distinguish patterns and causes of stratification that lead to social inequalities, and their impact on both individuals and groups. (SS-Soc.9-12.15) • Examine and evaluate reactions to social inequalities, including conflict, and propose alternative responses. (SS-Soc.9-12.16) 	
<u>Reporting Topic</u>	<u>Grade Level Standards</u>	<u>Competency Statement</u>
<p>Multi-Factorial Changes</p>	<ul style="list-style-type: none"> • Analyze how diverse ideologies impacted political and social interactions during eras such as Reconstruction, the Progressive Era, and the Civil Rights movement. (SS-US.9-12.13) • Evaluate the impact of gender roles on economic, political, and social life in the US. (SS-US.9-12.14) • Assess the impact of individuals and reform movements on changes to civil rights and liberties. (21st century skills) (SS-US.9-12.15) • Explain the patterns of and responses to immigration on the development of American culture and law. (SS-US.9-12.17) • Analyze the effects of urbanization, segregation, and voluntary and forced migration within regions of the U.S. on social, political, and 	<p>Students will assess how reform-minded individuals and reform movements have altered the concept of civil rights and liberties in American society.</p>



	<p>economic structures. (SS-US.9-12.18)</p> <ul style="list-style-type: none"> ● Examine how imperialism changed the role of the United States on the world stage prior to World War I. (SS-US.9-12.19) ● Evaluate the impact of inventions and technological innovations on the American society and culture. (SS-US.9-12.22) ● Analyze the relationship between historical sources and the secondary interpretations made from them. (SS-US.9-12.23) ● Critique primary and secondary sources of information with attention to the source of the document, its context, accuracy, and usefulness such as the Reconstruction amendments, Emancipation Proclamation, Treaty of Fort Laramie, Chinese Exclusion Act, Roosevelt's Corollary to the Monroe Doctrine, Wilson's Fourteen Points, New Deal Program Acts, Roosevelt's Declaration of War, Executive Order 9066, Truman Doctrine, Eisenhower's Farewell Speech, Gulf of Tonkin Resolution, Test Ban Treaty of 1963, Brown vs. Board of Education decision, Letter from a Birmingham Jail, and the Voting Act of 1965. (SS-US.9-12.24) ● Evaluate lowans or groups of lowans who have influenced U.S. History. (SS-US.9-12.27) ● Employ maps to display and explain the spatial patterns of human and environmental characteristics. (SS-Geo.9-12.13) ● Analyze how environmental and cultural characteristics of various places and regions influence political and economic decisions. (SS-Geo.9-12.17) ● Assess the impact of economic activities and political decisions on urban, suburban, and rural regions. (SS-Geo.9-12.20) ● Identify characteristics of groups, and the influences that groups and individuals have on each other. (SS-Soc.9-12.14) ● Distinguish patterns and causes of stratification that lead to social inequalities, and their impact on both individuals and groups. (SS-Soc.9-12.15) ● Examine and evaluate reactions to social inequalities, including conflict, and propose alternative responses. (SS-Soc.9-12.16) 	
<p><u>Reporting Topic</u></p>	<p><u>Grade Level Standards</u></p>	<p><u>Competency Statement</u></p>



Multiple Perspectives

- Analyze how diverse ideologies impacted political and social interactions during eras such as Reconstruction, the Progressive Era, and the Civil Rights movement. **(SS-US.9-12.13)**
- Evaluate the impact of gender roles on economic, political, and social life in the US. **(SS-US.9-12.14)**
- Explain the patterns of and responses to immigration on the development of American culture and law. **(SS-US.9-12.17)**
- Analyze the effects of urbanization, segregation, and voluntary and forced migration within regions of the U.S. on social, political, and economic structures. **(SS-US.9-12.18)**
- Examine how imperialism changed the role of the United States on the world stage prior to World War I. **(SS-US.9-12.19)**
- Evaluate the impact of inventions and technological innovations on the American society and culture. **(SS-US.9-12.22)**
- Analyze the relationship between historical sources and the secondary interpretations made from them. **(SS-US.9-12.23)**
- Critique primary and secondary sources of information with attention to the source of the document, its context, accuracy, and usefulness such as the Reconstruction amendments, Emancipation Proclamation, Treaty of Fort Laramie, Chinese Exclusion Act, Roosevelt's Corollary to the Monroe Doctrine, Wilson's Fourteen Points, New Deal Program Acts, Roosevelt's Declaration of War, Executive Order 9066, Truman Doctrine, Eisenhower's Farewell Speech, Gulf of Tonkin Resolution, Test Ban Treaty of 1963, Brown vs. Board of Education decision, Letter from a Birmingham Jail, and the Voting Act of 1965. **(SS-US.9-12.24)**
- **Analyze how regional, racial, ethnic and gender perspectives influenced American history and culture. (SS-US.9-12.25)**
- Evaluate how individuals or groups of individuals have influenced U.S. History. **(SS-US.9-12.27)**
- Employ maps to display and explain the spatial patterns of human and environmental characteristics. **(SS-Geo.9-12.13)**
- Analyze how environmental and cultural characteristics of various places and regions influence political and economic decisions. **(SS-Geo.9-12.17)**
- Assess the impact of economic activities and political decisions on urban, suburban, and rural regions. **(SS-Geo.9-12.20)**
- Identify characteristics of groups, and the influences that groups and

Students will analyze the pursuit of equality by various groups has been an ongoing struggle throughout American history, meeting with varying degrees of success.



	<p>individuals have on each other. (SS-Soc.9-12.14)</p> <ul style="list-style-type: none"> Distinguish patterns and causes of stratification that lead to social inequalities, and their impact on both individuals and groups. (SS-Soc.9-12.15) Examine and evaluate reactions to social inequalities, including conflict, and propose alternative responses. (SS-Soc.9-12.16) 	
<u>Reporting Topic</u>	<u>Grade Level Standards</u>	<u>Competency Statement</u>
Democratic Principles	<ul style="list-style-type: none"> Analyze how diverse ideologies impacted political and social interactions during eras such as Reconstruction, the Progressive Era, and the Civil Rights movement. (SS-US.9-12.13) Evaluate the impact of gender roles on economic, political, and social life in the US. (SS-US.9-12.14) Explain the patterns of and responses to immigration on the development of American culture and law. (SS-US.9-12.17) Analyze the effects of urbanization, segregation, and voluntary and forced migration within regions of the U.S. on social, political, and economic structures. (SS-US.9-12.18) Examine how imperialism changed the role of the United States on the world stage prior to World War I. (SS-US.9-12,19) Evaluate the impact of inventions and technological innovations on the American society and culture. (SS-US.9-12.22) Analyze the relationship between historical sources and the secondary interpretations made from them. (SS-US.9-12.23) Critique primary and secondary sources of information with attention to the source of the document, its context, accuracy, and usefulness such as the Reconstruction amendments, Emancipation Proclamation, Treaty of Fort Laramie, Chinese Exclusion Act, Roosevelt's Corollary to the Monroe Doctrine, Wilson's Fourteen Points, New Deal Program Acts, Roosevelt's Declaration of War, Executive Order 9066, Truman Doctrine, Eisenhower's Farewell Speech, Gulf of Tonkin Resolution, Test Ban Treaty of 1963, Brown vs. Board of Education decision, Letter from a Birmingham Jail, and the Voting Act of 1965. (SS-US.9-12.24) Determine multiple and complex causes and effects of historical events in American history including, but not limited to, the Civil 	Students will determine how multiple causes of significant events in American history are not linear, but rather are multifactorial in nature.



	<p>War, World War I and II, the Korean War and the Vietnam War. (SS-US.9-12.26)</p> <ul style="list-style-type: none">● Evaluate lowans or groups of lowans who have influenced U.S. History. (SS-US.9-12.27)● Employ maps to display and explain the spatial patterns of human and environmental characteristics. (SS-Geo.9-12.13)● Analyze how environmental and cultural characteristics of various places and regions influence political and economic decisions. (SS-Geo.9-12.17)● Assess the impact of economic activities and political decisions on urban, suburban, and rural regions. (SS-Geo.9-12.20)● Identify characteristics of groups, and the influences that groups and individuals have on each other. (SS-Soc.9-12.14)● Distinguish patterns and causes of stratification that lead to social inequalities, and their impact on both individuals and groups. (SS-Soc.9-12.15)● Examine and evaluate reactions to social inequalities, including conflict, and propose alternative responses. (SS-Soc.9-12.16)	
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