

<p align="center">Course Title: UNITED STATES HISTORY AND GEOGRAPHY A</p>	<p align="center">Course Description</p>
<p>Course No. 4403 Grade level: 9-12</p> <p>Text and Resource Options: A. <i>American History: The Modern Era Since 1865</i>, Part I; Glencoe McGraw-Hill B. <i>The American Journey</i>, Part I; Glencoe McGraw-Hill C. <i>A More Perfect Union</i>; Houghton Mifflin D. <i>The American Vision</i>; Glencoe</p>	<p>Course Value: *One Semester</p> <p>Credit Value: 1 - 5</p>
<p align="center">Course Content: Key Content Standards and Course Objectives</p>	
<p>This course is based on the following Grade 11 United States History and Geography Standards:</p> <ol style="list-style-type: none"> 1. Students analyze the significant events surrounding the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence (11-1). 2. Students analyze the relationship among the rise of industrialization, large scale rural to urban migration, and massive immigration from Southern and Eastern Europe (11-2). 3. Students analyze the role religion played in the founding of American, its lasting moral, social and political impact, and issues regarding religious liberty (11-3). 4. Students trace the rise of the U.S. to its role as a world power in the 20th century (11-4). 5. Students analyze the major political, social, economic, technological, and cultural developments of the 1920's (11-5). <p><u>Historical and Social Science Analysis Skills</u></p> <p>Students will demonstrate the grades 9-12 social science intellectual, reasoning, reflection and research skills.</p>	<p>After a brief review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, this course will focus on U.S. history from the rise of industrialization through the early 1900s. Students will trace the change in the ethnic composition of American society. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state.</p> <p>In addition to the U.S. History and Geography content standards for grades 9-12, students will have opportunities to demonstrate the 9-12 social science intellectual, reasoning, reflection and research skills.</p> <p>*Open entry/open exit</p>
<p align="center">Methods of Study</p>	<p align="center">Evaluation of Performance Standards</p>
<ol style="list-style-type: none"> 1. Students will complete all textbook assignments. 2. Students will participate in discussion with other class members and/or teacher. 3. Students will complete writing, research and/or technology activities as assigned. 	<ol style="list-style-type: none"> 1. Students will complete all assignments with a minimum of 70% accuracy for a "C" grade. 2. Letter grade contracts are optional and require higher levels of performance. 3. The supervising teacher will be satisfied with the quality of the student's work. 4. The student must receive a minimum score of 70% on a teacher assigned final evaluation.

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Course Outline: 4403

I. Textbook Assignment Options:

A. *The American Journey*, Part I (5.0 credits)

- Read: Chapters 11-22.
- Complete: All “Section Review” exercises.
- Complete: “Key Facts,” “Critical Thinking,” and “Geography Activities” in all “Chapter Reviews.”
- Complete one Extension Activity listed below.

B. *American History, The Modern Era Since 1865*, Part I (5.0 credits)

- Read: Chapters 1-14.
- Complete: “Section Review” exercises (**Omit**: “Activity.”)
- Complete: “Reviewing Facts” in each “Chapter Review”.
- Complete one Extension Activity listed below.

C. *A More Perfect Union* (1.0-5.0 credits: direct instruction or course contract)

D. *The American Vision* (1.0-5.0 credits: direct instruction or course contract)

II. Extension Activity Options:

1. Use the Internet to conduct research on one of the following leaders in American history:
 - a. Frederick Douglass
 - b. W.E.B. Dubois
 - c. Susan B. Anthony
 - d. Clara Barton
 - e. American leader of your choice

Write a 1-page biographical essay based upon your research. Use Writing Rubric Exp. HS.

2. Complete a PowerPoint presentation of a timeline of events related to this course of study. Your timeline should include at least 10-15 slides reflecting at least 10 different major events using at least 5 pictures/photos/maps with accompanied text.
3. Use the Internet and one other source to research the wages and the cost of living in the U.S. during either the 1865 or 1914 era. Write a 1-page essay discussing the economic atmosphere of the era, and comparing the wages and the cost of living to contemporary American society.
4. Teacher generated activity, approved by the site administrator.

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III. Evaluation

- See your teacher for a unit test.
- All writing assignments must meet the proficient level of the rubric provided by the teacher.
- All textbook work must meet 70% accuracy level for a “C” grade.