

Course: College U.S. History

Grade Level: 11

COURSE DESCRIPTION

HY 131 is a survey course of American history including: Discovery and Exploration, the Colonial Period, the American Revolution, the Constitution, Jeffersonian and Jacksonian democracy, westward expansion, slavery and abolitionism, the Civil War and Reconstruction.

HY 132 is a survey course of American history including: The Rise of Industrial America, The Progressive Era, World War I, The Jazz Age, The Great Depression, World War II, The Cold War Era, and the 1990s.

Essential Learning	#	Components	Suggested	
			Activities	Assessments
ACS - A A student should understand that history is a record of human experiences that links the past to the present and the future	VCS 11.1.1	Understand chronological frameworks for organizing historical thought and be able to place significant ideas, institutions, people, and events within time sequences	Interview grandparents about personal perspectives of World War II, the Great Depression, Korea, Vietnam, the moon landing, Watergate, or other major historical events	
	VCS 11.1.2	Know that the interpretation of history may change as new evidence is discovered	Read news articles about the Tet Offensive in the Vietnam War and compare with the view of contemporary historians	
	VCS	Recognize different theories of history, be able to detect the weakness of broad generalization, and be able to evaluate the	Debate the roles played by territorial expansion, international conflict, and	Class debate

Course: College U.S. History

Grade Level: 11

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			Activities	Assessments
	11.1.3	debates of historians	technology	
	VCS 11.1.4	Understand that history relies on the interpretation of evidence	After consulting primary source documents from a time period, write a diary entry describing an important event from the perspective of a major figure in history	
	VCS 11.1.5	Understand that history is a narrative told in many voices and expresses various perspectives of historical experience	Participate by role playing in a debate between patriot and loyalist citizens on the eve of the American Revolution	
	VCS 11.1.6	Know that cultural elements, including language, literature, the arts, customs, and beliefs systems, reflect the ideas and attitudes of a specific time and know how the cultural elements influence human interaction	Compare and contrast the literature and art of the 1920s and the 1930s and discuss reasons for the differences	Class debate
	VCS 11.1.7	Understand that history is dynamic and composed of key turning points	Discuss the effects of the turning points in World War II	Have students explain why certain battles were turning

Course: College U.S. History

Grade Level: 11

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				points
	VCS 11.1.8	Know that history is a bridge to understanding groups of people and individual's relationship to society	Using historical documents and treaties, debate the treatment of Native Americans in the 1800s	
	VCS 11.1.9	Understand that history is a fundamental connection which unifies all fields of human understanding and endeavor	Explore and discuss the factors leading up to the governments' role in industry and agriculture in World War II	

Course: College U.S. History

Grade Level: 11

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ACS - B A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events	VCS 11.2.1	Be able to comprehend the forces of change and continuity that shape human history through the development of culture, the emergence of civilizations, and the accomplishments and mistakes of social organizations	Compare the organization, laws, and traditions of the colonies	
	VCS 11.2.2	Be able to comprehend the forces of change and continuity that shape human history through human communities and their relationships with climate, subsistence base, resources, geography, and technology	Compare and contrast the North and South during the Antebellum period	Have the students write an essay
	VCS 11.2.3	Be able to comprehend the forces of change and continuity that shape human history through the origins and impact of ideologies, religions, and institutions upon human societies	Compare and account for the difference between New England, the Middle Atlantic and Southern colonies	
	VCS 11.2.4	Be able to comprehend the forces of change and continuity that shape human history and the consequences of peace and violent	Examine the causes and consequences of World War I including the Treaty of Versailles	Have the students write an essay

Course: College U.S. History

Grade Level: 11

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			Activities	Assessments
		conflict to societies and their cultures		
	VCS 11.2.5	Be able to comprehend the forces of change and continuity that shape human history through major developments in society as well as changing patterns related to class, ethnicity, race, and gender	Make an illustrated graph or chart depicting immigration into the U.S. from the Civil War to World War I	
	VCS 11.2.6	Understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the United States and the World	Select five U.S. presidents who you think have been the most influential in American history and defend your choices	
	VCS 11.2.7	Recognize that historical understanding is relevant and valuable in the student's life and for participating in local, state, national, and global communities	Role play the end of World War II and the beginning of the Cold War in relation to the escalation of the arms race	
	VCS 11.2.8	Recognize the importance of time, ideas, institutions, people, places, cultures, and events in understanding larger historical patterns	Trace the development of major medical advances and the role of disease in history	
	VCS	Be able to evaluate the influence of context upon historical understanding	Watch films about the American West produced from the early to late 20 th Century and analyze the	

Course: College U.S. History

Grade Level: 11

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	11.2.9		images of native Americans portrayed in the films	

Course: College U.S. History

Grade Level: 11

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			Activities	Assessments
ACS - C A student should develop the skills and processes of historical inquiry	VCS 11.3.1	Use appropriate technology to access, retrieve, organize, and present historical information	Conduct a phone or computer interview with a recent immigrant to discover why they came to America, their expectations before arrival, and experiences since arrival	
	VCS 11.3.2	Use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers	From appropriate primary and secondary sources, trace an indigenous population's demographic changes brought about through immigration and invasion. Explain how these changes affected the society and its place in the world	
	VCS 11.3.3	apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating to understand the historical record	Explain the shared ideas and values of American political culture as set forth in basic documents such as the Declaration of Independence, U.S. Constitution (including the Bill of Rights), and as shaped by landmark U.S. Supreme Court	

Course: College U.S. History

Grade Level: 11

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			Activities	Assessments
			decisions	
	VCS 11.3.4	Use historical perspective to solve problems, make decisions, and understand other traditions	Interpret photography and historical narratives and stories dealing with westward expansion which depict the obstacles encountered by various immigrant groups and their struggles to overcome them	

Course: College U.S. History

Grade Level: 11

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ACS - D A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner	VCS 11.4.1	Understand that the student is important in history	Interview a local leader who has made a change in the community. Learn how the person was able to succeed	
	VCS 11.4.2	Be able to solve problems by using history to identify issues and problems, generate potential solutions, assess the merits of options, act, and evaluate the effectiveness of actions	Identify a school problem. Research its history and present a plan of action to the school principal and parents' group	
	VCS 11.4.3	Be able to define a personal position on issues while understanding the historical aspects of the positions and roles assumed by others	Write letters to the newspaper editor, local and state elected officials on a community problem	
	VCS 11.4.4	Recognize and be able to demonstrate that various issues may require understanding of different positions, jobs and personal roles	Interview at least three adults involved in a local issue and identify their positions	

Course: College U.S. History

Grade Level: 11

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			Activities	Assessments
		depending on place, time and context		
	VCS 11.4.5	Be able to base personal citizenship action on reasoned historical judgment with recognition of responsibility for self and others	Make posters, campaign, and vote in student council elections	
	VCS 11.4.6	Be able to create new approaches to issues by incorporating history with other disciplines including economics, geography, literature, the arts, science, and technology	Make a poster on an issue of importance to the school or community. Incorporate historical information in the poster	