

COURSE SYLLABUS FOR U.S. HISTORY AND GEOGRAPHY

Grade Level: 9th (10th, 11th or 12th, if needed)
Course Length: 2 semesters (1 year)

Course Description:

The study of United States history implements content expectations developed by the state in order to prepare students to take up the challenges of life in contemporary society. This full year course introduces students to the history and geography of the United States with a focus on the post-Civil War Industrial Age to the present day. Beginning with a review of prior political, intellectual, and demographic transformations that shaped the nation, students learn about major political, philosophical, and historical foundations of our government. Throughout the course, students analyze how ideas of freedom and equality have shaped our collective past and explore implications for the future. Adopting a chronological approach, students analyze the causes and effects of events in the nation's past. They use primary and secondary sources to explore time and place in the twentieth century. Within their historical study of twentieth century America, students deepen their understanding of major geographical themes, economic principles, and significant concepts in United States government. Throughout the course students have the opportunity to develop important questions, conduct inquiry, and evaluate evidence. They also encounter a variety of historical arguments and develop skills in writing evidentiary-based arguments and historical narratives. By helping identify common and diverse strands that formed and continue to shape life in America; students develop the habits of mind essential for democratic citizenship.

Method of Instruction:

Individual teachers should explain precise methods of instruction in their classrooms. This course should be taught using a variety of teaching methods, which could include the following: lecture, discussion, writing activities, collaborative learning activities, reading, independent research, maintenance of student notes, examination of maps, graphs and charts, implementation of graphic organizers, vocabulary journals and the use of technology.

Course Objectives:

Students should be able to:

- recognize the various changes to the landscape of the United States
- explain the ongoing significance of founding documents
- read and comprehend maps, charts and graphs
- note cause and effect relationships
- recognize the ways science and technological advances play a role in shaping history
- observe the connection between historical and contemporary events and issues
- demonstrate social studies skills and knowledge in accordance with state content expectations

Course Units and Approximate Pacing Schedule:

Semester I

Unit 1 Title: Foundations in U.S. History and Geography	2-3 weeks
Unit 2 Title: Growth of an Industrial and Urban America	3-4 weeks
Unit 3 Title: Progressivism and Reform	3-4 weeks
Unit 4 Title: Becoming a World Power	4 weeks
Unit 5 Title: Great Depression and New Deal	4 weeks

Semester II

Unit 6 Title: World War II	4-5 weeks
Unit 7 Title: Cold War and the United States	4-5 weeks
Unit 8 Title: Civil Rights and other Domestic Policies	4 weeks
Unit 9 Title: America in a New Global Age	1-2 weeks
Unit 10 Title: Changes in America's Role in the World	3 weeks

Grading Plan:

Grading scale will be established at the teacher's discretion and will be provided to students at the beginning of the school year.

Course Procedures:

Teacher will explain policies or procedures pertaining to homework, participation, exams, etc. during the first week of school.

Classroom Rules of Conduct:

Teachers will establish a list of rules and operating procedures for the class in compliance with the Flint Community Schools Student Code of Conduct.

Attendance Policy:

Regular attendance and participation is a key factor in the successful completion of this course. We will follow the Flint Community Schools attendance policy. Teachers will specify any additional classroom attendance policies or procedures.