Time Requirements:
Students will be required to do 3.5 hours per week of class work and to do 3.5 hours of homework per week. Students are required to contact the instructor prior to an absence in order to determine how the student will make up any missed assignments.

Course Description:
Students will examine basic features of United States history during the period of 1877 to the present. The catalyst for studying this period in United States history will be the themes of change, national identity, power, authority and governance and global connections. The course will include, but not be limited to, the following: industrialization, immigration, reform, World War I, depression and the New Deal, World War II, civil rights, the Vietnam War and world periods. Within this survey course considerable attention will be given to formation and development of geography competency skills, analyzing primary and secondary sources, bias detection, essay writing and presentation skills.

- **Course content**: student will demonstrate a basic understanding of the following:
  (Over a 9 week period of time to earn a .5 credit.)

  **SST 205:**
  - Review the Founding Ideals and Documents; review United States geography
  - Review the Colonial Era, review the American Revolution
  - Review the National Period; review Civil War and Reconstruction Era
  - The West; Indian Wars; The Closing of the Frontier
  - The Gilded Age; Innovation and Industry; 6. Immigration; Problems at the Turn of the Century; Progressive Era
  - Expansionism; Spanish American War; Modern Ideas
  - World War I; Post WWI America; Second-class citizens
  - Harlem Renaissance; Traditionalism vs. Modernism; Roaring Twenties

  **SST 206:**
  - The Great Depression and the New Deal; Political Ideologies in the U.S.
  - Origins of World War II, the United States enters WWII
  - The Early Years of the Cold War; The Forgotten War-Korea
  - The 1950s; American Music; Two Americas
  - Civil Rights Movement in the South; Civil Rights Movements across America
  - The 1960s; Technology for the Future; A Man on the Moon
  - The Cold War continues; Vietnam War
  - The 1970s; the rise and fall of a president
  - America since the 1980s

Materials (may include but are not limited to)
- District approved textbook: *History Alive! Pursuing American Ideals*(TCI)
- Internet sites, social studies lab experiences, computer based learning models, reading materials, video clips
- Other materials will be provided by the instructor

Assessment (may include but not limited to)
- Oral/Written expression for mastery understanding of course concepts and demonstration of the application of course concepts.
- Performance based evaluations through labs, quizzes, participation, and group and individual projects.
- Progress reports will be issued monthly by the instructor.

Progress
- Student progress is monitored weekly. Student monthly progress is at the discretion of the certificated teacher based on weekly evaluations and the students’ ability to complete the required learning benchmarks for that month.
- If a student fails to make collective progress for all weeks, then monthly progress is unsatisfactory. Student monthly progress is specifically evaluated against progress benchmarks, which are clearly defined in the course for each month.
- In addition to the course schedule, these benchmarks may also come in the form of lesson, unit, assignment and/or assessment completion dates.
- These established progress benchmarks will allow teachers and students to assess the students’ educational progress in meeting the course learning standards.
At a minimum, students must turn in at least one assignment per week to maintain a status of “making monthly progress,” but will need to complete all the instructor is asking for each week in order to complete the course on time.

Grading Scale: (Progress reports will be done monthly)
- A (90-100%) Student demonstrates exemplary abilities through scores earned; student showed outstanding mastery of expected skills.
- B (80-89%) Student demonstrates adequate abilities through scores learned on assessments; student shows adequate mastery of expected skills.
- C/P (70-79%) Student demonstrates average abilities through scores earned; students showed average mastery of expected skills.
- D (69% or below) Student unable to demonstrate mastery of expected skills.
- F (59% or below) Student unable to demonstrate mastery of skills and will not receive credit for the course.

Relationships to other Content Areas
- Completion of this course will require the student to integrate: mathematical, logical linguistic, social, historical, societal, technological, and writing skills.

Common Core Standards for English Language Arts and Literacy in Social Studies
Students will be able to
1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among key ideals and ideas.
3. Evaluate various explanations for actions and events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
4. Determine the meanings of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.
5. Analyze in detail how complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Evaluate author’s differing points of view on the same historical event or issue by assessing the author’s claims, reasoning, and evidence.
7. Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or issue.
8. Evaluate the author’s premises, claims, and evidence by corroborating or challenging them with other information.
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.