

## COURSE PROFICIENCY OUTLINE

### AMERICAN HISTORY I – 2222

College Prep

5 Credits

#### Purpose

This course is a survey course covering from the Colonial Period to 1900. Topics will include Colonial America, the Revolution, the Early Republic, the Rise of Sectionalism, the Civil War, Reconstruction, Industrialization, and Progressive Era.

#### I. Student Outcomes

- A. Students will apply historical concepts to relate the past and present in their understanding of history in a global context.
- B. Students will explain how cultural diversity influenced the development of the United States. The role of women, ethnic, racial and religious minorities along with the roadblocks of prejudice and discrimination would be stressed.
- C. Students will analyze and explain the foundation of American Government on the Federal, State, and local levels and the interrelationship of the individual, groups, institutions, and nations in persevering and expanding democratic principles.
- D. Students will apply an understanding of the major economic system including the role of government, labor, business and the consumers in the development of economic change.
- E. Students will apply an understanding of the importance of geography, scientific innovations, environment interactions, the arts and the family on United States history.
- F. Students will explain the role of New Jersey in the development of United States history.
- G. Students will acquire the skills necessary to perform successfully in reading, writing, interpreting and researching historical material to engage in reasoned and responsive action.
- H. Students will use the knowledge gained to recognize the values inherent in the individual to be a positive and constructive member of a diverse and multidimensional world.
- I. Students will address issues and problems, and contribute to the building of community (classroom, school, neighborhood, state, nation and world).

#### II. Content

- A. Building the Colonies
  - 1. European Settlements in the New World
  - 2. The British Colonies in North America
  - 3. The Growth of British Territory and Power
  - 4. The Start of the American Way of Life
  - 5. Democratic Ideas in Colonial America

- B. Creating a New Nation
  - 1. Moving Toward Independence
  - 2. Winning a War for Independence
  - 3. Creating a Confederation of States
  - 4. Creating a Federal Union
- C. Building the Nation
  - 1. A Strong Start for the Nation
  - 2. The Nation's Growing Size and Power
  - 3. Prosperity and Respect for Unified Nation
  - 4. The Nation's Growing Democratic Strength
- D. The Rise of Sectionalism
  - 1. Building New Industries in the Northern States
  - 2. Creating a Cotton Economy in the Southern States
  - 3. Expanding the Nation's Boundaries to the Pacific
  - 4. Stirring the American People With Ideas of Reform
- E. The Nation Torn Apart
  - 1. A Time of Crisis and Compromise
  - 2. A Nation Divided by War
- F. Rebuilding the Nation
  - 1. Restoring the South to the Union
  - 2. Severe Trials for Democracy
  - 3. Conquering the "Last Frontier"
- G. The Rise of Industrialism
  - 1. Business Pioneers and the Growth of American Industry
  - 2. The Revolt of American Farmers Against Big Business Practices
  - 3. The Struggle of American Workers to Organize
  - 4. Changing Ways of Life in the New Industrial Age
- H. The Arrival of Reform
  - 1. The Start of Reforms Under the "Square Deal"
  - 2. The Extension of Reforms Under the "New Freedom"
  - 3. The "Big Chance" - An American Way of Life
- I. Career Development and Related Occupations
  - 1. General principles of career education (attitudes, work habits, competencies)
  - 2. Career information related to American History

III. Activities and Materials

- A. Text - Ayers, Schulzinger, White dela Teja – American Anthem
- B. Classwork: Lecture, notetaking, discussion, audio-visual materials, map work, tests and quizzes will be stressed. Basic skills such as reading, writing, spelling, vocabulary, chart and map reading will be stressed.
- C. Assignments will be carefully checked and reviewed by teacher and student. They will include emphasis on readings, text and supplementary, written and research assignments.

IV. Evaluation

- A. Students will be expected to complete classwork and homework assignments.
- B. Students will be expected to complete all supplementary reading assignments.
- C. Students will be expected to maintain a passing average on all tests and quizzes.
- D. Students will be expected to take notes and maintain a neat notebook.
- E. Students will be expected to complete all assigned research projects.
- F. Students will be expected to participate in classroom discussions.
- G. Students will be expected to take a comprehensive final examination.
- H. The final grade represents the teacher's professional judgment of the student's performance and all of the aforementioned activities and/or requirements are included in the evaluative process.

Teachers in every discipline will include opportunities wherein students will reinforce writing skills through homework assignments, classwork activities, and special assignments (reports) if required, by writing in complete sentences, using correct spelling and punctuation.

Revised – August 2005

Reviewed and Revised August 2008

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