

COURSE PROFICIENCY

OUTLINE AMERICAN HISTORY I -

General Studies 5 Credits

3223

Purpose

This course is a survey course covering from 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 6.1, 6.2, 6.4, 6.5, 6.6

- 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 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.9

- A. The Colonial Period
 - 1 The Exploration and Settlement of America
 - 2 Settling the Thirteen Colonies
 - 3 The Beginnings of American Democracy
 - 4 The Background of the American Revolution
 - 5 The American Revolution and its Results

- B. Our Federal Government
 - 1 The Critical Period
 - 2 Making the Constitution
 - 3 The Legislative Branch
 - 4 The Executive and Judicial Branches
 - 5 Our Changing Government
- C. Our Nation Becomes Strong
 - 1 Beginning the New Government
 - 2 The First Republican Presidents
 - 3 The War of 1812
 - 4 The Rise of Sectionalism
 - 5 President Jackson and Democracy
 - 6 A Period of Expansion and Process
- D. The Civil War
 - 1 The Problem of Slavery
 - 2 The Road to Civil War
 - 3 The Civil War and its Results
 - 4 The Reconstruction of the South
- E. The Economic Revolution
 - 1 The Revolution in Industry
 - 2 The Agricultural Revolution
 - 3 Politics and Culture in the Gilded Age
 - 4 The Progressive Era
- F. 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 -O'Connor, John R., Exploring American History
- B. Classwork: Lecture, note-taking, 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.

II. 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

Reviewed and revised: August 2010
Reviewed August 2011

