

## OnlineHS: Course Syllabus -

**Course Name:** U.S. History A

**Course Code:** SOC301

**Course Description:** In eleventh grade, students have the intellectual and social capacity to develop serious historical knowledge and perspective, geographic literacy, economic understanding, and civic wisdom and commitment.

Students consider multiple accounts of events and issues in order to understand the politics, economics, geography, and history of this country from a variety of perspectives. In addition, students examine the state and national constitutions and treaties and how these documents govern the rights and responsibilities of all residents and citizens

US History A ends at World War I, with US History B continuing through to the present

### Course Outline:

Unit 1: Foundational Documents

Unit 2: History of Slavery  
Causes of the Civil War

Unit 3: Clash of the Frontier  
Beginning of Industry

Unit 4: Immigration & Urbanization

Unit 5: The Progressive Era

Unit 6: World War I

### Learning Goals & Course Objectives:

This course addresses Social Studies Standards in Social Studies, including:

- History
- Geography
- Economics
- Civics
- Social Studies Skills

### Essential Question(s):

- How does a nation's stated ideals and principles shape how its citizens think and act?
- How does a nation become a world power?
- What are the advantages and disadvantages of being a world power?
- How has the United States faced the dilemma of maintaining the balance between free enterprise and governmental regulation and oversight?
- What are the relationships among the rise of industrialization, large-scale rural-to-urban migration, and increases in immigration?

### Grade Level Expectations (GLE's):

- HISTORY 4.1.2 -Understands how the following themes and developments help to define eras in U.S. history:
  - Our foundations (1776–1791).
  - Industrialization and the emergence of the United States as a world power (1890–1918).
  - Reform, prosperity, and the Great Depression (1918–1939).
- HISTORY 4.1.2, Part 1 -Understands how the following themes and developments help to define eras in U.S. history:
  - Our foundations (1776–1791)
- CIVICS 1.1.1 Analyzes and evaluates the ways in which the U.S. Constitution and other fundamental documents promote key ideals and principles.
- HISTORY 4.1.2, Part 2 -Understands how the following themes and developments help to define eras in U.S. history:
  - Industrialization and the emergence of the United States as a world power (1890–1918).

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- GEOGRAPHY 3.3.1 -Analyzes and evaluates elements of geography to trace the emergence of the United States as a global economic and political force in the past or present.
- GEOGRAPHY 3.1.1 -Analyzes information from geographic tools, including computer-based mapping systems, to draw conclusions on an issue or event.
- GEOGRAPHY 3.2.3 -Analyzes the causes and effects of voluntary and involuntary migration in the United States in the past or present.
- HISTORY 4.2.1 -Evaluates how individuals and movements have shaped the United States (1890–present).
- ECONOMICS 2.3.1 -Evaluates the role of the U.S. government in regulating a market economy in the past or present.
- SOCIAL STUDIES SKILLS 5.4.1 -Evaluates and interprets other points of view on an issue within a paper or presentation.
- HISTORY 4.1.2, Part 3 -Understands how the following themes and developments help to define eras in U.S. history:
  - Reform, prosperity, and the Great Depression (1918–1939).
- ECONOMICS 2.1.1 -Analyzes the incentives for people’s economic choices in the United States in the past or present.
- CIVICS 1.2.2 -Evaluates the effectiveness of the system of checks and balances during a particular presidential administration, Supreme Court, or Congress.
- SOCIAL STUDIES SKILLS 5.2.2 -Evaluates the validity, reliability, and credibility of sources when researching an issue or event.

**Timelines & Methods for Evaluating Student Progress:** Progress will be evaluated each month base on progress towards assignment completion.

Assignment types:

- Timeline (Cause & Effect) construction
- Constitutional issues investigations
- Unit quizzes
- Class Discussion Boards
- Geography

Formative and summative assessments will be completed to successfully earn credit with 60% or more of the points possible to pass the class.

A Content Based Assessment (CBA) concludes the course.

*What is a CBA:* <http://www.k12.wa.us/SocialStudies/WhatAreCBAs.aspx>

**Estimated Learning Hours Per Week:** Each student is expected to spend a minimum of five hours of week on this course. Additional hours may be necessary to complete the course successfully.

**Instructional Materials-** all course materials have been approved for district use. All materials are contained in the course including instructions for accessing the district’s digital version of the textbook: *The AMERICANS*

This course meets **Essential Academic Learning Requirements** as well as **state and district graduation requirements** in the area of Social Studies (listed above)

**Weekly Contact:** Students are expected to log-in daily and submit assignments on a weekly basis. Weekly contact will be conducted through submitted assignment with instructor feedback, messaging and/or email. Students who do not submit an assignment are expected to email or call his/her instructor