



Course Description:

U.S. History B provides a general overview of the history of the United States. In chronological order, students will be exploring America's past, examining the cultural, political, geographical, economical and technological changes that have taken place and have helped to shape us and guide us as a nation today. Topics will cover the 1920's to the present. Topics will include issues relating to roaring 20's, the Great Depression, World War II, the cold war, and the modern civil rights movement.

Learning Outcomes:

At the completion of U.S. History B, the student will be able to identify and explain the major individuals and turning points in American History based on the following themes:

- Diversity and the National Identity
- America in World Affairs
- Economic Opportunity
- Science and Technology
- Women and Political Power
- Immigration and Migration
- States' Rights
- Voting Rights
- Civil Rights

Content Standards:

U.S. History B is written to the content standards adopted by the [California State Board of Education](#) and the [National Council for the Social Studies](#).

Required Text:

Publisher: Houghton Mifflin School

Title: The Americans: Reconstruction to the 21st Century - student text (CA edition)

Author(s): Danzer, Klor De Alva, Krieger, Wilson, Woloch

Year published: 2003

Student edition text: ISBN 0618184163

Prerequisites:

U.S. History A

Course Methodology:

This is an inquiry-based course. Students will generate knowledge through online readings, synchronous chats, and asynchronous discussions with students and their instructor, interactions with online tutorials, online and hands-on simulations, and virtual classroom chats.

- A semester project developed by each student will be used to demonstrate knowledge and understanding of the material in the course.
- The instructor will act as a guide, a facilitator, an events planner, and a resource advisor. He/she will always be available through e-mail.

- The student must actively construct and acquire knowledge by being intrinsically motivated to succeed. To succeed, students must participate and complete all readings and activities. This course requires the student's active participation.
- Both formal and informal assessment methods will be used in the course. Informal assessment will include an evaluation of the quality and timeliness of participation in class activities. Formal assessment may include multiple-choice quizzes, tests, discussion board participation, and written assignments. A final exam will be given at the end of the course.

Unit	Assignments / Activities
1	<p>Text - selections from:</p> <ul style="list-style-type: none"> • Chapter 12 - Politics of the Roaring Twenties • Chapter 13 - The Roaring Life of the 1920s <p>Discussion Topics:</p> <ul style="list-style-type: none"> • Learning Styles Assessment • Fascination with Criminals • Fashion and Fads of the 20s <p>Activities:</p> <ul style="list-style-type: none"> • Are Americans Still "Scared" • Evolution, Creationism and Education • Cultural Change in the 1920s <p>Begin Project Quiz</p>
2	<p>Text - selections from:</p> <ul style="list-style-type: none"> • Chapter 14 - The Great Depression Begins <p>Discussion Topics:</p> <ul style="list-style-type: none"> • Feed Your Family • Bonus Army Debate <p>Activities:</p> <ul style="list-style-type: none"> • The Stock Market - Good or Bad Investment? • The Effect of the Great Depression • Hoover and the Great Depression <p>Continue Project</p>

Quiz

3

Text - selections from:

- Chapter 15 - The New Deal

Discussion Topics:

- Politicians' Use of Media
- New Deal: Politics or Humanitarianism?

Activities:

- Evaluate the New Deal
- Three Best New Deal Programs?
- Was the New Deal Anti-Business?

Continue Project

Quiz

4

Text - selections from:

- Chapter 16 - World War Looms

Discussion Topics:

- Evaluating the Emigration Decision
- Holocaust Still Possible Today?

Activities:

- Impact of the Treaty of Versailles
- Leading up to World War II
- Children of the Holocaust

Continue Project

Midterm - Covers Units 1-4

5

Text - selections from:

- Chapter 17 - The United States in World War II

Discussion Topics:

- Japanese Internment
- The Atomic Bomb

Activities:

- World War II Posters
- War Trials

- The Home Front

Continue Project
Quiz

6

Text - selections from:

- Chapter 18 - Cold War Conflicts

Discussion Topics:

- Korean War Worthwhile?
- Cold War Contribution

Activities:

- Origins of the Cold War
- Defending Your Rights
- The Impact of Television

Continue Project
Quiz

7

Text - selections from:

- Chapter 19 - The Postwar Boom
- Chapter 21 - Civil Rights

Discussion Topics:

- The Brown Decision
- What rights are worth fighting for?

Activities:

- The Throwaway Society
- Evaluating the Civil Rights Movement
- Civil Rights in the 1970s and the 1980s

Continue Project
Quiz

8

Text - selections from:

- Chapter 20 - The New Frontier and the Great Society
- Chapter 22 - The Vietnam War Years

Discussion Topics:

- Draft or no Draft?

- Hawk or Dove? Patriotic or Not?

Activities:

- Cuban Missile Crisis
- The Tonkin Resolution
- Vietnam War: Won or Lost?

Submit Final Project
Final Exam - Covers Units 1-8

Assessment:

Type of Assessment	Points
Assignments	5 points each
Discussion Forums	5 points each
Quizzes	20 points each
Exploration Project	Steps 1-3: 5 points each Final Project: 100 points
Midterm Exam (Unit 4)	50 points
Final Exam (Unit 8)	60 points

Grading Scale:

Letter Grade	Percentage Earned
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	59% and lower

Student's Role and Responsibilities in this Course

Expectations

Students are expected to conduct themselves in a responsible manner that reflects sound ethics, honor, and good citizenship. It is the student's responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of NUVHS through their conduct and behavior. Students are expected to abide by all NUVHS policies and regulations. Any form of academic dishonesty, or inappropriate conduct by students or applicants may result in penalties ranging from warning to dismissal, as deemed appropriate by NUVHS.

Communication

Throughout this course students will need to be in close contact with their instructor and fellow students. Students are expected to communicate via email and electronic discussion boards. Therefore, students should plan on checking email at least three times a week and participate in the discussion boards during the weeks they are live.

Instructors strongly encourage and welcome open communication. Clear, consistent, and proactive communication will ensure a successful experience in this course. It is the student's responsibility to notify the instructor immediately if and when a personal situation occurs that affects his/her performance in this class. Being proactive with communication will result in a quick solution to any problems that may occur.

Technical Support is offered through Spectrum Pacific Learning Company (SPLC). Should a student need any technical assistance, he/she should email the Help Desk as soon as possible at helpdesk@myonlinelogin.com or call 1-877-533-4733. SPLC will help resolve technical problems and walk through the solution with students. If a problem persists for more than 48 hours, the student must also notify their teacher and NUVHS.

Time Required For This Course

To complete this course in eight weeks, students should plan to allocate at least 12-15 hours a week on assigned readings, assignments, discussions (asynchronous and synchronous), quizzes, and exams. It is highly recommended that students organize themselves around the course schedule.

NUVHS wishes every student great success in their online class. Please contact us at 1.866.366.8847 if any questions arise.

NUVHS Expected Schoolwide Learning Results (ESLRs):

It is anticipated that NUVHS students will be:

Engaged Learners

1. Demonstrate self-directed learning skills such as time management, and personal responsibility through the completion of course requirements
2. Develop an understanding of their own preferred learning styles to enhance their overall academic potential
3. Incorporate effective and relevant internet and multimedia resources in their learning process to broaden their knowledge base

Critical Thinkers

1. Effectively analyze and articulate sound opinions on a variety of complex concepts
2. Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness
3. Formulate a framework for applying a variety of technology and internet-based research to enhance information literacy and collaborative thinking

Effective Communicators

1. Demonstrate awareness and sensitivity to tone and voice in multiple forms of communication
2. Express concepts and ideas in a variety of forms
3. Enhance communication skills through the use of media rich or other technology resources

Global Citizens

1. Appreciate the value of diversity
2. Understand the range of local and international issues facing today's global community
3. Demonstrate awareness of the importance of cultural sensitivity and social responsibility in the 21st century

