

U.S. History A

COURSE DESCRIPTION

U.S. History A 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, economic and technological changes that have taken place and have helped to shape us and guide us as a nation today. Topics will include issues relating to America's beginnings through World War I, focusing on constitutional issues, the Civil War & Reconstruction, industrialization, and immigration.

CONTENT STANDARDS

U.S. History A is written to the content standards adopted by the California State Board of Education and the National Council for the Social Studies.

PREREQUISITES

- none

Primary Text:

*This is a digital text included within the course platform.

Title: US History

Author(s): EPISD US History Team

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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.



COURSE OUTLINE

Unit	Assignments / Activities
1	<p>Text - selections from:</p> <ul style="list-style-type: none">• Chapter 2 - Revolution and the Early Republic• Chapter 3 - The Growth of a Young Nation <p>Discussion Topics:</p> <ul style="list-style-type: none">• Learning Styles Assessment• 1764-1775: Most Important Event• Violence or Nonviolence? <p>Activities:</p> <ul style="list-style-type: none">• Bill of Rights• Implications of Marbury v. Madison• Women and the Reform Movement <p>Begin Project Quiz</p>
2	<p>Text - selections from:</p> <ul style="list-style-type: none">• Chapter 4 - The Union in Peril <p>Discussion Topics:</p> <ul style="list-style-type: none">• Civilian Casualties During War• Conscientious Objector?• Plessy vs. Ferguson <p>Activities:</p> <ul style="list-style-type: none">• The Caning of Senator Charles Sumner• Interact with History• Who's the Hero: Robert E. Lee or Ulysses S. Grant? <p>Continue Project Quiz</p>
3	<p>Text - selections from:</p> <ul style="list-style-type: none">• The American West• The Transcontinental Railroad• The Homestead Act• The Cattle Industry Booms• The Gold Rush• Policies of Native Americans• Populist (People's) Party <p>Discussion Topics:</p> <ul style="list-style-type: none">• American Frontier• Third Parties <p>Activities:</p> <ul style="list-style-type: none">• Preventing Corruption (Railroads)• The Rise and Fall of Populism• Dawes Act <p>Continue Project – Milestone I Quiz</p>



Unit	Assignments / Activities
4	<p>Text - selections from:</p> <ul style="list-style-type: none">• The Gilded Age & The Gilded Age – Politics• Invention and Innovation in the Gilded Age• The Gilded Age - Industrialization & The Pros and Cons of Big Business• Andrew Carnegie - Industrialist and Philanthropist• Free Enterprise and Social Darwinism• Railroad Growing Pains <p>Discussion Topics:</p> <ul style="list-style-type: none">• Defense of Millionaires• Labor Unions Needed Today? <p>Activities:</p> <ul style="list-style-type: none">• The Same or Different: Boss Tweed/Carnegie/Rockefeller?• Robber Barons or Captains of Industry?• Most Important Invention? <p>Continue Project – Milestone 2 Midterm - Covers Units 1-4</p>
5	<p>Text - selections from:</p> <ul style="list-style-type: none">• The Gilded Age – Urbanization• The New Immigrants / East Asian Immigration• Assimilation and Cultural Pluralism• Outrages and the Early Civil Rights Movement• The Third Great Awakening• Civil Rights and the Creation of the NAACP <p>Discussion Topics:</p> <ul style="list-style-type: none">• Can we All Live in Cities?• Nativism <p>Activities:</p> <ul style="list-style-type: none">• Trends at the Turn of the Century• The Minority Experience• The Ad Game <p>Continue Project Quiz</p>
6	<p>Text - selections from:</p> <ul style="list-style-type: none">• Progressivism• Muckrakers and Social Reform Leaders• Prohibition, the Social Gospel Movement, and the 18th Amendment• National Politics during the Progressive Era• Defining Political Reform Terms - Initiative, Recall, Referendum• The Growth of Labor Unions and the Fair Labor Standards Act of 1938• The Women’s Rights Movement, 1848–1920 <p>Discussion Topics:</p> <ul style="list-style-type: none">• The Progressive Presidents• Muckrakers <p>Activities:</p> <ul style="list-style-type: none">• The Progressive Era• The Muckrakers - Creating a Muckraking Expose• Women's Suffrage - Alice Duer Miller <p>Continue Project – Milestone 3 Quiz</p>



Unit	Assignments / Activities
7	<p>Text - selections from:</p> <ul style="list-style-type: none"> • Emergence as a World Power • The Spanish-American War • Hawaii and the Pacific • Cuba, Puerto Rico and the Caribbean • The Philippine Insurrection • The Roosevelt Corollary & the Big Stick Policy • The Panama Canal • The Open-Door Policy & the Boxer Rebellion • Dollar Diplomacy <p>Discussion Topics:</p> <ul style="list-style-type: none"> • Is it our business? • Wilson or Roosevelt? <p>Activities:</p> <ul style="list-style-type: none"> • Examining U.S. Intervention • The Boxer Rebellion • Manifest Destiny <p>Continue Project Quiz</p>
8	<p>Text - selections from:</p> <ul style="list-style-type: none"> • America in the First World War • Isolationism and Neutrality • Getting Involved in the Great War and The American Expeditionary Force • The U.S. Homefront in Wartime, 1917-1918 • Woodrow Wilson and the 14 Points <p>Discussion Topics:</p> <ul style="list-style-type: none"> • WWI What If? • WWI: Overall Positive or Negative? <p>Activities:</p> <ul style="list-style-type: none"> • World War I Effects on Minority Groups • Technological Developments of World War I • Ramifications of the Treaty of Versailles <p>Submit Final Project Final Exam - Covers Units 1-8</p>

Assessment

Type of Assessment	Points
Assignments	10 points each
Discussion Forums	5 points each
Quizzes	Units 1, 2, 3, 5 and 6 = 20 points Units 5 and 7 = 25 points
Exploration Project	Milestones 1-3: 10 points each Final Project: 60 points
Midterm Exam (Unit 4)	100 points
Final Exam (Unit 8)	100 points

Grading Scale

Letter Grade	Percentage Earned
A	95%+
A-	90% - 94.9%
B+	87% - 89.9%
B	84% - 86.9%
B-	80% - 83.9%
C+	77% - 79.9%
C	74% - 76.9%
C-	70% - 73.9%
D+	67% - 69.9%
D	64% - 66.9%
D -	60% - 63.9%
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.

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