

U.S. History B

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, economic 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.

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.

PREREQUISITES

- U.S. History A

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">• Innovation, Mass Production, Consumerism, and Prosperity of the 1920's• Red Scare, Nativism, and Immigration• Cultural and Social Change in America in 1920's <p>Discussion Topics:</p> <ul style="list-style-type: none">• Introduction• Crime and Criminals• 1920s Culture – Fads Sweep the Nation <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">• Causes of the Great Depression• Overproduction, Drought, and the Dustbowl <p>Discussion Topics:</p> <ul style="list-style-type: none">• Surviving the Great Depression• 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 – Milestone 1 Quiz</p>
3	<p>Text - selections from:</p> <ul style="list-style-type: none">• Relief, Recovery, and the New Deal <p>Discussion Topics:</p> <ul style="list-style-type: none">• Politicians' Use of Media• New Deal: Most Influential Program? <p>Activities:</p> <ul style="list-style-type: none">• Evaluate the New Deal• Was the New Deal Anti-Business? <p>Continue Project – Milestone 2 Quiz</p>



Unit	Assignments / Activities
4	<p>Text - selections from:</p> <ul style="list-style-type: none">• Aggressive Action Leads the U.S. to Enter World War II• Americans Contribute to World War II Effort• Fighting on Several Fronts and the Atomic Bomb <p>Discussion Topics:</p> <ul style="list-style-type: none">• Evaluating the Emigration Decision: St. Louis• Japanese Internment <p>Activities:</p> <ul style="list-style-type: none">• Impact of the Treaty of Versailles/Origins of WWII• Children of the Holocaust• Impact of WWII• War Trials <p>Continue Project Midterm - Covers Units 1-4</p>
5	<p>Text - selections from:</p> <ul style="list-style-type: none">• Responding to Soviet Aggression• American Advancement and Shifting Priorities 1950-1960• McCarthyism, the Space Race, and the Cuban Missile Crisis (stop at John F. Kennedy) <p>Discussion Topics:</p> <ul style="list-style-type: none">• Disposable Resources?• Escalating the Cold War• Korean War Worthwhile? <p>Activities:</p> <ul style="list-style-type: none">• Origins of the Cold War• Defending Your Rights• The Impact of Television <p>Continue Project Quiz</p>
6	<p>Text - selections from:</p> <ul style="list-style-type: none">• Early Civil Rights Movement and the Constitution• The Civil Rights Movement Gained Momentum• Opposing Sides of the Civil Rights Movement• Civil Rights Fight Continues in the Courts <p>Discussion Topics:</p> <ul style="list-style-type: none">• The Brown Decision• What rights are worth fighting for? <p>Activities:</p> <ul style="list-style-type: none">• Evaluating the Civil Rights Movement• Civil Rights in the 1970s and the 1980s• Civil Rights for All <p>Continue Project – Milestone 3 Quiz</p>



Unit	Assignments / Activities
7	<p>Text - selections from:</p> <ul style="list-style-type: none"> • McCarthyism, the Space Race, and the Cuban Missile (start at John F. Kennedy) • Vietnam War and a Divided Nation • The Nixon Years <p>Discussion Topics:</p> <ul style="list-style-type: none"> • Americans and the Draft • Nixon's Legacy: Watergate <p>Activities:</p> <ul style="list-style-type: none"> • Cuban Missile Crisis • The Tonkin Resolution • Vietnam War: Won or Lost? <p>Continue Project Quiz</p>
8	<p>Text - selections from:</p> <ul style="list-style-type: none"> • The Carter and Reagan • Presidents George H.W. Bush, Bill Clinton, George W. Bush, and Barack Obama <p>Discussion Topics:</p> <ul style="list-style-type: none"> • Modern Issues facing America • A Look Back and Ahead at US History <p>Activities:</p> <ul style="list-style-type: none"> • Changing Economies • US Influence Abroad <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	20 points each
Exploration Project	Milestones 1-3: 10 points each Final Project: 60 points
Midterm Exam (Unit 4)	60 points
Final Exam (Unit 8)	65 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