



U.S. INTERNATIONAL CHRISTIAN ACADEMY

is an independent, international autonomous global high school institution

Serving students since 2001

Owned and Operated by Teachers

25 years of experience in Teaching and Administration

www.USICAhs.org

admin@USICAhs.org



<http://www.usicahs.org/Library.html>

<http://www.usicahs.org/Curriculum.html>

USICA Course Outline/Syllabus

Grade/Course: U.S. AMERICAN HISTORY 2100310

Grade Level: 10TH, 11TH, and 12TH High School

A)TEXT BOOK: Prentice Hall America: Pathways to the Present, Modern American History Hardcover– January 1, 2003 by Allan M. Winkler Andrew Cayt Linda Reed(Author) ISBN-10: 0131815474

Order No.: 1

Code:HIS3002

Class Type: Online

Resources:

Text book
Teacher works CD
Teacher interactive online
Links

Skype-Conference
PH Success Net

Instructional Supports:

Textbook, Magazines, Journals, Websites
Links, Conference
Multimedia, Videos, PHSuccessNet
Comprehensive Reading Plan, History Channel, Public Television, American History Association, History Magazines, PBS Public Television, S-PAM Channel, Congress.gov, Loc.gov, Whitehouse.gov

Length: 1 year

Area: Social Studies

Credits: 1

Total Numbers of class hours:300 hrs

Type: Mandatory

Standards:
Florida Sunshine State Standards

Prerequisite:
Students must have successfully passed a Social Studies class in middle/high school.

B) Description:

This study of United History will provide comprehensive coverage of American history from prehistory to the present. It will be a blending of social and political history and geography to provide students with a broad view of America's past and present.

United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials of United States history. The course prepares students for solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed.

Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents, and historiography. Students will learn to interpret and evaluate the relative significance of primary and secondary source material, and to present their evidence and conclusions clearly and persuasively in an essay format.

C) Objectives:

Students will:

1. develop an appreciation for the study of U.S. History.
2. effectively use analytical skills of evaluation, cause and effect, and compare and contrast;
3. demonstrate an understanding of historical chronology;
4. use historical data to support an argument or position;
5. differentiate between the multitude of historical interpretations on events, movements and individuals in American history representing conflicting points of view;
6. interpret and apply data from original documents, including letters, cartoons, graphs, pictures, and maps to produce products and solve problems;
7. work effectively with others
8. understand material presented through lecture, small group discussions, audio-visual aids, and student-responsible classroom periods;
9. write essays on the validity and reliability of various historical interpretations in light of historical evidence;
10. take useful notes from both printed materials and lectures or discussions, write essay examinations, and write analytical document based essays, with the ability to express themselves with clarity and precision and know how to cite sources and credit the persons and ideas of others.

D) Contents

UNIT 1 Beginnings to 1861

- Chapter 1 Origins of a New Society, to 1754
- Chapter 2 Balancing Liberty and Order, 1753-1820
- Chapter 3 An Emerging New Nation, 1783-1861

UNIT 2 Building a Powerful Nation, 1850-1915

- Chapter 4 The Civil War, 1861-1865
- Chapter 5 Reconstruction, 1865-1877
- Chapter 6 The Expansion of American Industry, 1850-1900
- Chapter 7 Looking to the West, 1860-1900
- Chapter 8 Politics, Immigration, and Urban Life, 1870-1915
- Chapter 9 Life at the Turn of the Twentieth Century, 1870-1915

UNIT 3: The United States on the Brink of Change, 1890-1920

- Chapter 10 Becoming a World Power 890-1915
- Chapter 11 The Progressive Reform Era, 1890-1920
- Chapter 12 The World War I Era, 1914-1920

UNIT 4 Boom Time to Hard Times 1920-1938

- Chapter 13 Postwar Social Change, 1920-1929
- Chapter 14 Politics and Prosperity 1920-1929
- Chapter 15 Crash and Depression 1929- 1933
- Chapter 16 The New Deal 1933-1941

UNIT 5 Hot and Cold War 1931- 1960

- Chapter 17 WWII The Road to War 1931-1941
- Chapter 18 WWII Americans at War 1941-1945
- Chapter 19 The Cold War 1945-1960
- Chapter 20 The Postwar Years at Home 1945- 1960

UNIT 6 A Period of Turmoil and Change 1950-1975

- Chapter 21 The Civil Rights Movement 1950-1968
- Chapter 22 The Kennedy and Johnson Years 1961-1969
- Chapter 23 An Era of Activism 1960-1975
- Chapter 24 The Vietnam War 1954-1975

UNIT 7 Continuity and Change 1969 to the Present

- Chapter 25 Nixon, Ford, Carter 1969-1981
- Chapter 26 The Conservative Revolution 1980-1992
- Chapter 27 Entering a New Era 1992 to the Present

E. Methodology

E)Academic Methodology:	
Tests	30%
Writing Reports	20%
Homework	5%
Class Work	20%
Reading Assignment	25%

F) Book Reference:

- 1.American History The Early Years, Student Edition [Hardcover] McGraw-Hill (Author)
2. A Patriot's History of the United States: From Columbus's Great Discovery to the War on Terror Paperback by Larry Schweikart(Author) Michael Allen(Author)
3. A History of US: The First Americans: Prehistory-1600 A History of US Book One Paperback by Joy Hakim(Author)
- 4.The American Vision Hardcover by Joyce Appleby(Author),Alan Brinkley(Author),Albert S. Broussard(Author)

H) Web Reference:

<http://www.vlib.us/history/sites.html>
www.historians.org/pubs/free/journals
www.successnetplus.com
<http://vlib.iue.it/history/USA/index.html>
<http://www.preservationnation.org/travel-and-sites/>
<http://www.nps.gov/eise/index.htm>
<http://www.cr.nps.gov/nr/travel/geo-flor/39.htm>
<http://www.ushmm.org/>
<http://www.trumanlibrary.org/>
<http://www.archives.gov/presidential-libraries/>
<http://www.mnh.si.edu/>
<http://constitutioncenter.org/>
<http://www.alplm.org/404error.aspx?aspxerrorpath=/404.aspx>
<http://www.losalamoshistory.org/Museum.htm>
<http://www.nps.gov/adam/index.htm>
<http://rfkcenter.org/>
<http://www.nps.gov/jofi/index.htm>

www.americanlibrary.gov

www.congress.gov

<http://www.bbc.co.uk/history/0/>

<http://www.archives.gov/education/index.html>

<http://thwt.org/>

<http://edsitement.neh.gov/>

[http://www.britishmuseum.org/learning/schools and teachers/web resources.aspx](http://www.britishmuseum.org/learning/schools_and_teachers/web_resources.aspx)

<http://score.rims.k12.ca.us/>

<http://www.historyteacher.net/>

<http://www.c-spanclassroom.org/>

<http://www.hnn.us/>

<http://www.studentsfriend.com/>

<http://www.strategicstudiesinstitute.army.mil/>

<http://www.meograph.com/election2012>

Additional Reading Topics:

United States History Chronological Periods

America Before the Europeans

Discovery and Exploration 1492-1650

Colonial Era 1650-1765

Boone & Crockett's America

Revolutionary Era 1765-1783

Constitutional Era 1783-1800

Early National Period 1800-1830

The Age of Jackson 1830-1855

The Coming of the Civil War 1850-1860

The American Civil War 1861-1865

Reconstruction 1865-1876

USA 20th Century History

World War One History

I. Journals:

American Historical Review

Early America Review

Hispanic American Historical Review

History Cooperative

Historical Journals On-Line, Department of History Tennessee Technological University

History and Geography

History News, American Association for State & Local History (AASLH)

Indian Wars Journal

J. Magazines:

The Civil War Magazine
Smithsonian magazine, published by the Smithsonian Museum
National Civic Review

K. Organizations:

American History Association
Library of the Congress
S-PAM Channel, PBS Public Television, History Channel

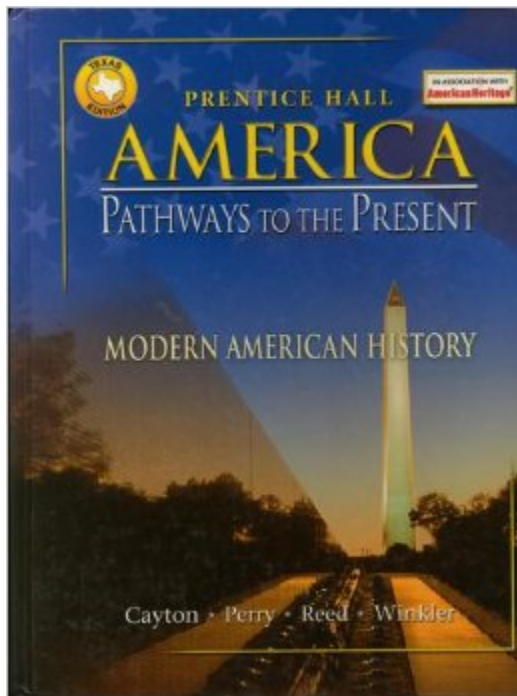
M. Comprehensive Reading Plan

Students are required to read at least 1 book or their equivalent during each class as independent reading at-home. Students must also read for 30 minutes at home as part of their daily homework assignment in all subjects. Check your Class Reading Assignment at www.USICAhs.org/CURRICULUM and check free ebooks at www.openlibrary.org.

Text Book Description:

Prentice Hall America: Pathways to the Present, Modern American History Hardcover– January 1, 2003 by Allan M. Winkler Andrew Cayt Linda Reed(Author)
ISBN-10: 0131815474

BOOK:



ACADEMIC MISCONDUCT:

Academic misconduct includes cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student's academic performance or achievement, or assisting others in any such act or attempts to engage in such acts. Academic misconduct in any form is inimical to the purposes and functions of the school and therefore is unacceptable and prohibited. Any faculty member, administrator or staff member may identify an act of academic misconduct and should report that act to the department head or administrative supervisor. Students violating the standards of academic honesty are subject to disciplinary action including reduction of a grade(s) in a specific course, assignment, paper, or project; a formal or informal reprimand at the professorial, dean, or academic vice president level; expulsion from the class in which the violation occurred; expulsion from a program; or expulsion from the school.

U.S. International Christian Academy © 2013
Revised on January 6, 2020 USICA Copyright