Course Name: Grade 10 United States History II  
Course #: 481 – Accelerated; 482 – Academic; 483 – Standard

Course Description:

This course is designed to provide students with essential knowledge, skills, and values needed to closely investigate the time period in United States history, 1939 - present. The scope of content is organized sequentially, but also into five principal themes: 1) global relations; 2) citizenship and government; 3) development of the economy; 4) human interactions with the environment; and 5) cultural identity and diversity. This survey of history is intended to provide students with a comprehensive, multi-faceted perspective of the United States in order to construct meaning of how people lived through introspective, informed, and collaborative intellectual discourse in the classroom. To extend students’ frame of reference beyond the national context, local and global connections to U.S. events and phenomena are integrated appropriately throughout the course. Students in all levels will study the same topics; the depth of study increases with each level.

Course Proficiencies: The following is a list of proficiencies that describe what students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of the assessment of student achievement. The learner will demonstrate the ability to:

1. Apply geographic understanding and ways of thinking to investigate historical problems and create solutions related to: location, place, human-environmental interactions, movement, and regions. (6.1.12.B.14.a-d)
2. Analyze, evaluate, and critique multiple graphic and written textual sources including primary and secondary source documents. (CCSS RH9-10.1-10)
3. Investigate the military, political, economic, social, and cultural dimensions of U.S. involvement in World War II and recognize the impact of U.S. intervention locally, nationally, and globally. (6.1.12.A.11-D.11; 6.2.12.A.4-D.4)
4. Examine how the economy, social relations, government policy, and public sentiment changed during the post-World War II era in the United States. (6.1.12.A.12-D.12)
5. Recognize and appreciate the contributions, ideas, and phenomena of diverse cultures during the post-World War II era, and examine the role of countercultures in influencing the American public. (6.2.12.D.4.k-l; 6.2.12.D.5.b-d)
7. Analyze, discuss, and evaluate the ideas, figures, events, legislation, and movements of the Civil Rights era and assess the impact of reforms on the rights of diverse groups, including gender, race, ethnicity, age, ability, and sexual orientation. (6.1.12.A.13-D.13; 6.2.12.D.5.b-d)
8. Closely investigate and evaluate the United States’ political, economic, and military engagement in Korea, Cuba, and Vietnam during the Cold War; examine the role of...
mass media, public sentiment, and domestic politics in influencing the outcomes of these military conflicts. (6.1.12.A.12-D.12; 6.2.12.D.5.c)


10. Analyze various historical movements to protect the natural environment in the United States throughout the 20th century and make informed decisions about how to solve contemporary environmental challenges on the local and global scale. (6.1.12.B.16.a; 6.3.12.B.1)

11. Understand and evaluate the changing principles, institutions, and phenomena that have characterized the United State’s mixed-market economy and analyze the local, national, and global forces that determine the flow of economic activity in today’s society. (6.1.12.C.14.a-d)

12. Review, analyze, and evaluate the U.S. Constitution, changing interpretations of this document, and its relevancy today as a way to shape government decision-making on public policy and law. (6.1.12.A.14.a-h)

13. Examine, reflect on, and discuss the roles and responsibilities of local, national, and global citizenship by examining civic participation in society. (6.3.12.A.1-D.1)

14. Comprehend, evaluate, and discuss the present economic, political, social, cultural, and military role of the United States in international affairs. (6.1.12.A.15-D.15)

15. Employ appropriate research, media literary, critical reading and writing skills in order to produce a variety of written products including research-based and expository essays. (CCSS RH.9-10.1-10; WHST.9-10.1-10)

Assessments:

1. Tests/quizzes
2. Individual and collaborative projects
3. Multimedia presentations
4. Analysis of maps, databases, and primary and secondary sources
5. Classroom discussion
6. Research projects and essays
7. Performance assessments
8. Participation in simulations, role play activities, and general classroom assignments

Board Adopted Materials:

Text:

United States
Lapsansky-Werner, E., Levy, P., Roberts, R., Taylor, A.
Prentice-Hall: 2008

Board Approved on 8/23/12