



## New York Mills High School

### Curriculum Document

Curriculum Area: Social Studies

Course Name: U.S. History

Common Course Catalog Number: 04101

Length of Course: 2 semesters

Pre-Requisite: Civics

Grade Level: 10

**Course Description:** If you are like most people your age, you are primarily concerned with the present and the future. That is as it should be. Then why study history?

We study the past to better know the present. The historian is not like an antique collector who may love something just because it is old. Instead, the historian looks at life today and asks *Why are we the way we are?* To find answers the historian considers, among other things, how individuals, ideas, religion, geography, technology, and economics have interacted to shape our nation and national character.

One generation of historians may interpret their findings in a completely different way from the next generation. A history of the American Revolution written over 100 years ago, or even 30 years ago, will vary from what is written today. The facts do not change, but our way of looking at them may change. In other words, the concerns of the present affect how we view the past. During this course, which spans the **entire year**, we will look at our nation's history through the accounts and testimony of many in hopes of seeing how our country's past has been interpreted and how this interpretation has affected our present. We will ask ourselves, *Why are we the way we are?*

*The first semester of U.S. history will start with before European contact up thru the U.S. Civil War. The second semester of U.S. history will begin with Reconstruction thru the end of the Cold War and as close as we can get to present times.*

### Essential Learner Outcomes (5 to 7)

U.S. History – Semester 1

\*The student will understand that North America was populated by indigenous nations that had developed a wide range of social structures, political systems and economic activities, and whose expansive trade networks extended across the continent. **(Before European Contact)**

\*The student will understand that rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government. **(Colonization and Settlement: 1585-1763)**

\*The student will understand that the divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty. **(Revolution and a New Nation, 1754-1800)**

\*The student will be able to understand that economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic and ethnic divisions; and inspired multiple reform movements. **(Expansion and Reform: 1792-1861)**

\*The student will be able to understand that regional tensions around economic development, slavery, territorial expansion and governance resulted in a civil war and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory and continuing conflict over racial relations. **(Civil War and Reconstruction: 1850-1877)**

#### U.S. History – Semester 2

\*The student will be able to understand that regional tensions around economic development, slavery, territorial expansion and governance resulted in a civil war and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory and continuing conflict over racial relations. **(Civil War and Reconstruction: 1850-1877)**

\*The student will be able to understand that as the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. **(Development of an Industrial United States: 1870-1920)**

\*The student will be able to understand that as the economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. **(Great Depression and World War II: 1920-1945)**

\*The student will be able to understand that Post- World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. **(Post-World War II United States: 1945-1989)**

\*The student will be able to understand that the end of the Cold War, shifting geopolitical dynamics, the intensification of the global economy and rapidly changing technologies have given renewed urgency to debates about the United States' identity, values and role in the world. **(The United States in a New Global Age: 1980-present)**

**Units of Study:**

**\*Before European Contact**

**\*Colonization and Settlement: 1585-1763**

**\*Revolution and a New Nation, 1754-1800**

**\*Expansion and Reform: 1792-1861**

**\*Civil War and Reconstruction: 1850-1877**

**\*Development of an Industrial United States: 1870-1920**

**\*Great Depression and World War II: 1920-1945**

**\*Post-World War II United States: 1945-1989**

**\*The United States in a New Global Age: 1980-present**