

# **IEP American History Course Objectives and Learning Standards**

## **Course Description:**

This course is for all IEP students with goals/objectives in the areas of Social Studies, reading and language. The focus of this course is centered on American History from 1877 to the present. The first semester covers a brief review of early colonization, the causes and results of westward expansion through the New Deal. The second semester covers the causes and results of World War II through the present and integrates the existing national foreign policy of the time period. The course will also integrate essential economic and geographic concepts.

## **Student Course Objectives:**

**To know significant terms from American History and to analyze their connection to major historical events.**

**The student will ...**

- \*define vocabulary terms/ideas **in** his/her own words
- \*place terms/ideas in historical context
- \*display terms/ideas by using them in essays in class discussions.

**To identify significant historical events in U.S. history in terms of cause and effect and chronology .**

**The student will ...**

- \*discuss the links between major historical movements
- \*analyze the role of historical people and their ideas for change
- \*compare and contrast different historical perspectives on significant events
- \*isolate major events and list their causes and effects
- \*interpret primary sources to understand how people viewed major historical turning-points

**To identify and compare the impact of culture, economics, geography, ideologies and technology as sources of change or continuity in U .S. history.**

**The student will ...**

- \*analyze technology in the American culture (inventors and their inventions)
- \*determine the major types of causes of social and cultural change
- \*interpret primary source documents reflecting social, cultural and political history
- \*illustrate the geographic movement of ideas in American History
- \*identify important cultural leaders in American History
- \*describe the relationships between businesses, households, labor unions, banks and government agencies.
- \*describe the Great Depression the economy of the 1950's, and how the U.S. functions as part of the Global economy

**To relate the development of concepts of Republican democracy, freedom and equality to U.S. History by analyzing the role of government and examining individual rights.**

**The student will...**

- \*explain how the concepts of republican democracy, freedom and equality has changed over time
- \*tell why the bill of Rights was added to the Constitution
- \*define the Civil Rights amendments
- \*describe the early movement for women's suffrage
- \*explain the goals of the black civil rights movement and discuss affirmative action

**To analyze and draw conclusions about the roles/contributions of significant individuals, groups and institutions in U.S. History**

**The student will...**

- \*explain the roles that women and children played in the work force
- \*describe the experiences of women and African Americans in the West
- \*list some of the efforts of Susan B. Anthony and other women made in their quest to win suffrage
- \*discuss the civil rights movement and those who influenced it
- \*compare the Harding and Coolidge presidencies
- \*explain how the Harlem Renaissance influenced American culture
- \*outline Hoover's responses to the Depression
- \*explain what Roosevelt meant by the "New Deal"
- \*list what made Kennedy a popular president
- \*discuss the problems of Carter and Reagan during their presidencies

**To use primary and secondary sources in order to plan and communicate historical information and ideas.**

**The student will...**

- \*define the Mayflower Compact
- \*tell why the Declaration of Independence is so important
- \*explain why the Articles of Confederation failed how
- \*tell why the Bill of Rights was added to the Constitution
- \*describe the Supreme Court rulings on segregation