Course Title:	**Honors U.S. History**
Department:	**Social Studies**
Grade Level:	**Grade 9**
Time Per Day/Week:	**42 minutes a day, 5 days a week**
Length of Course:	**Year**

Course Overview:

In this class, while studying United States History, students participate in authentic historical work. Class time is spent reading primary documents, formulating historical questions, proposing critical arguments, discussing controversial issues, researching original inquiries, and writing scholarly papers. Learning the process of historical analysis is emphasized in class. This course integrates the study of history, government, geography, and economics and is designed to be academically challenging to students.

Primary Resources:

Appleby, Joyce, Alan Brinkley, Albert S. Broussard, James M. McPherson, and Donald A. Ritchie. *United States: History & Geography*. Columbus, OH: McGraw-Hill Education, 2016. Print.

Unit 1 Name:	The Gilded Age & Progressive Era
Days in Unit:	25-26 Days

Representative Learning Goals

- **Explain examples of government policies that promote business.**
- **Identify and describe ways individuals opposed pro-business policies.**
- **Analyze the development of political parties in American states and cities.**
- **Develop and defend an argument regarding the effects of government economic regulation.**

Unit 2 Name:	Imperialism and WWI
Days in Unit:	25-26 Days

Representative Learning Goals

- **Sequence the events that lead to the United States becoming a world power.**
- **Identify and describe the economic impacts of WWI on foreign policy.**
- **Describe the changes to U.S. demographics after World War I.**
- **Develop and defend an argument regarding the effects of the increased American role in international affairs on the US and the world.**

Unit 3 Name:	The Jazz Age and the Great Depression
Days in Unit:	25 Days

Representative Learning Goals

- **Analyze primary sources from the Harlem Renaissance in terms of changes to American society.**
- **Describe how the government responds to economic crises.**
- **Explain the causes of the Great Depression.**
- **Develop and defend an argument regarding the changing role of the US government in this time period.**

Unit 4 Name:	WWII and the 1950s
Days in Unit:	25-26 Days

Representative Learning Goals

- **Compare and contrast the experiences of different groups during World War II at home and abroad.**
- **Examine the impact that the development of atomic/nuclear weapons would have upon global interactions.**
- **Analyze the role that the US would play in the reconstruction of Europe and Asia in the post-war era.**
- **Develop and defend an argument regarding the effects of the increased American role in international affairs on the US and the world.**

Unit 5 Name:	The Cold War
Days in Unit:	25-26 Days

Representative Learning Goals

- **Analyze motives and impacts of the space race**
- **Evaluate the extent to which the relationship between the US and USSR changed based on who was in power**
- **Compare and contrast the US impact on West Germany and Western Berlin vs the Soviet impact on the East**
- **Develop and defend an argument regarding the effects of the Cold War on the US and the world.**

Unit 6 Name:	The Civil Rights Movement
Days in Unit:	25-26 Days

Representative Learning Goals

- **Identify key events leading to the passage of the Civil Rights Act**
- **Evaluate how the works and actions of prominent individuals would shape the development of the Civil Rights movement.**
- **Analyze landmark Supreme Court cases and their impacts**
- **Develop and defend an argument regarding the impact of one approach to expanding Civil Rights.**

Unit 7 Name:	New Technology and New Problems
Days in Unit:	25 Days

Representative Learning Goals

- **Explain the governmental process that worked to solve the Watergate Scandal**
- **Analyze public perception of government and how it has changed over the past 50 years**
- **Examine how internet has changed equality, politics, and policy**
- **Develop and defend an argument regarding the effects of migration and immigration in the modern era.**

Assessments - Classroom-Based
Project Based Assessments
Discussion and Summary Questions

Research and Presentations
Debates and Historical Analysis
Quizzes
Document Based Questions and Papers
Exams
Assessments - Standardized
None

Standards
PA Academic Standards for History (Secondary)