

# Dual Enrollment American History

## *MCHS Detailed Syllabus*

### *Mr. Friend's Class Requirements and Regulations:*

❖ **Preparation is the key to success! Remember the old boy scout motto: “BE PREPARED!” If you desire to succeed in this class you must complete the following:**

- ☐ **PowerPoint Lectures**
- ☐ **Thinking Maps (TMs)**
- ☐ **UNRA(A)VEL – Larry Bell Critical Thinking Strategy**
- ☐ **12 Powerful Words – Larry Bell System**
- ☐ **Journal Note-taking**
- ☐ **Historical Debates & Vignette Summaries**
- ☐ **EOC Prep**
- ☐ **Maps, Charts, and Diagrams in the Textbook**
- ☐ **Primary and Secondary Source Documents**
- ☐ **Grade the Lesson**
- ☐ **Round Table Discussions**
- ☐ **Round Robin Discussions**
- ☐ **Think-Pair-Share**
- ☐ **Exit Tickets/New Info Sheets/Progress Checks**
- ☐ **Current Events Discussions**
- ☐ **Assigned Readings**
- ☐ **Study the Notes**
- ☐ **Complete Your Assignments**
- ☐ **Study & take quizzes and tests**
- ☐ **Study Guides**

## □ Complete Projects & Presentations\*

- ❖ If you do not participate in the above assignments, you will not be successful in this class! Everyone has the opportunity to succeed in my class. **You have the power of choice! I encourage you to choose success!**

### Words of Wisdom for Life:

*“Your life will be shaped by the choices you make.”*

**SCHOOL WEBSITE:** *www.mcnairecountyschools.com*

## ***FUNDAMENTALS***

The study of history has two fundamental elements:

**Fundamental #1: Good History is Intellectual History:** In the study of history, we of course must come to learn the Who, What, Where, and When of history (and sometimes How). However, we must come to know more than just “the facts.” We must also try to interpret history correctly. This is “good history.” We must think intellectually or think properly about history. This leads us to the very **“Why?” of history**. **“Good History is Intellectual History”** means we must come to understand: WHAT PEOPLE BELIEVED TO BE TRUE *AT THE TIME*. We must understand “WHY?” they did what they did in the past (5<sup>th</sup> W). We must think about history on a higher level!

**Fundamental #2: The Nature of Historical Cause** is important to understand this very crucial question: “What causes history to happen?” This helps understanding the “Why?” of history. The “nature of historical cause” means this: What people believed to be true in the past has caused them to *ACT* upon what they believed and “made” or “changed” history.

## ***GRADING POLICY***

### ***A) State of Tennessee Grading Scale:***

***100-90 = A***

***89-80 = B***

***79-70 = C***

***69-60 = D***

***59 & Below = F***

### ***B) McNairy County Board Policy Category***

#### ***Percentages:***

***Daily Grades = 40% of Overall Grade per Quarter***

***Assessments (Quizzes & Tests) = 60% of Overall  
Grade per Quarter***

#### ***\*EOC Students:***

***Daily Grade = 34%***

***Assessments (Quizzes & Tests) = 51%***

***EOC (State Test) = 15% [\*Counts as Final Exam]***

## ***MAKE UP WORK POLICY***

**McNairy County Board of Education**

**Monitoring:**

**Review: Annually, in**

**March Descriptor Term: Attendance Descriptor Code: 6.200 Issued Date:  
09/08/22 Rescinds: 6.200 Issued: 08/12/21**

## MAKE-UP WORK

**All missed work or tests (whether from excused or unexcused absence) may be made up if the student makes request immediately upon the returning to school and if class time is not taken from other students.**

**Make-up work must be made up and turned in by the end of the second day after the student returns to school. In case consecutive days absent, then one day per day for each day absent may be added to the allowed time for the make-up work to be turned in.**

## CLASS COMPONENTS

- ***The Problems and Goals***

The **problems** and **goals** that the curriculum needs to address are as follows:

- ★ Understanding the influence of geography on the course of American history
- ★ The role of economics in the lives of Americans
- ★ The origins of colonial America
- ★ The course and consequences of the American Revolution
- ★ The formation of the American governmental systems
- ★ The origins and influences of religion upon people's beliefs and actions
- ★ The development of America during the early Republican era
- ★ The industrialization of America during the Gilded Age
- ★ The course and consequences of the American Civil War
- ★ The reasons and causes for human advancement and conflicts including the origins of modern warfare during World War I, the 1920s era and the subsequent Depression Era, World War II, the Holocaust, the Cold War, the 1960s era, the 1970s era, the 1980s era, the 1990s era, the War on Terror, and the rise and decline of various social, technological, economical, and political movements

- ***The Learners and Society***

The **learners** using the curriculum are in the adolescent stage of development in grades 11 through 12 roughly ages 16-18. These learners are to learn:

- ★ How ***past historical events*** have impacted their lives today

- ★ How *past historical movements* have shaped their lives
- ★ How *current historical events* are shaping their present lives
- ★ How *present historical movements* are shaping their futures
- ★ According to Howard Gardner's **Theory of Multiple Intelligences**, individual learners may include: *Verbal/linguistic, logical mathematical, bodily kinesthetic, naturalist, visual/spatial, intrapersonal, interpersonal and existential.*
- ★ According to Bloom's Taxonomy learners are to be engaged in different levels of thinking: *knowledge, understanding, application, analysis, synthesis, and evaluation.*
- ***The Overall Educational Goal***

The overall educational goal is to create new schemas of learning on all levels of Bloom's taxonomy and to update prior knowledge of the subject area, incorporate new knowledge, and integrate prior and new knowledge with curriculum content in American history and content from all across the curricular spectrum.

# ***TENNESSEE STATE US HISTORY & GEOGRAPHY STANDARDS\****

## **Curriculum Standards**

### **United States History and Geography: Post- Reconstruction to the Present**

**Course Description:** *Students will examine the causes and consequences of the Industrial Revolution and America's growing role in world diplomatic relations, including the Spanish- American War and World War I. Students will study the goals and accomplishments of the Progressive movement and the New Deal. Students will also learn about the various factors that led to America's entry into World War II, as well as its consequences for American life. Students will explore the causes and course of the Cold War. Students will study the important social, cultural, economic, and political changes resulting from the Civil Rights Movement, the Cold War, and recent events and trends that have shaped modern-day America. Additionally, students will learn the causes and consequences of contemporary issues impacting their world today. Students will continue to use skills for historical and geographical analysis as they examine American history since Reconstruction with special attention to Tennessee connections in history, geography, politics, and people. Students will continue to learn fundamental concepts in civics, economics, and geography within the context of United States history. The reading of primary source documents is a key feature of United States history standards. Finally, students will focus on current human and physical geographic issues important in contemporary America and the global society.*

### **The Rise of Industrialism (1877-1900)**

**Overview:** *Students will analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the rise of industrialization, large scale rural-to-urban migration, and mass immigration from Southern and Eastern Europe and Asia.*

### **The Progressive Era (1890-1920)**

**Overview:** *Students will analyze the changing national landscape, including the growth of cities and the demand for political, economic, and social reforms, during the early 20th century.*

### **Imperialism & World War I (1890-1920)**

**Overview:** *Students will trace the rise of the U.S. as a world power during the 20th century and examine the country's role in World War I.*

### **The 1920s (1920-1929)**

**Overview:** *Students will describe how the battle between traditionalism and modernism manifested in the major historical trends and events post-World War I.*

### **The Great Depression & New Deal (1929-1941)**

**Overview:** *Students will analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the U.S. federal government.*

### **World War II (1936-1945)**

**Overview:** *Students will analyze the U.S. path to and participation in World War II and examine the implications for the nation at home and abroad.*

### **Cold War (1947-1991)**

**Overview:** *Students will analyze the response of the U.S. to communism after World War II.*

### **A Nation in Transition (1950s-1963)**

**Overview:** *Students will examine American cultural, economic, political, and societal developments following World War II.*

### **Civil Rights Movement (1950s-1960s)**

**Overview:** *Students will examine the origins, goals, key events, and accomplishments of the Civil Rights Movement in the U.S. (T.C.A. § 49-6-1006)*

### **The Modern United States (1960s-Present)**

**Overview:** *Students will examine important events and trends from the 1960s to the present.*

**\* Abbreviated Version.**

**National American History Standards – National Center for History in the Schools:**

**Standards in History for Grades 5-12**

|                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Era 1</b><br/><b>Three Worlds Meet (Beginnings to 1620)</b></p>     | <p><b>Standard 1:</b> Comparative characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450</p> <p><b>Standard 2:</b> How early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples</p>                                                                                                                                                                                                                                                                                      |
| <p><b>Era 2</b><br/><b>Colonization and Settlement (1585-1763)</b></p>    | <p><b>Standard 1:</b> Why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean</p> <p><b>Standard 2:</b> How political, religious, and social institutions emerged in the English colonies</p> <p><b>Standard 3:</b> How the values and institutions of European economic life took root in the colonies, and how slavery reshaped European and African life in the America</p>                                                                                                                       |
| <p><b>Era 3</b><br/><b>Revolution and the New Nation (1754-1820s)</b></p> | <p><b>Standard 1:</b> The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory</p> <p><b>Standard 2:</b> The impact of the American Revolution on politics, economy, and society</p> <p><b>Standard 3:</b> The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights</p>                                                            |
| <p><b>Era 4</b><br/><b>Expansion and Reform (1801-1861)</b></p>           | <p><b>Standard 1:</b> United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans</p> <p><b>Standard 2:</b> How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions</p> <p><b>Standard 3:</b> The extension, restriction, and reorganization of political democracy after 1800</p> <p><b>Standard 4:</b> The sources and character of cultural, religious, and social reform movements in the antebellum period</p> |
| <p><b>Era 5</b><br/><b>Civil War and Reconstruction (1850-1877)</b></p>   | <p><b>Standard 1:</b> The causes of the Civil War</p> <p><b>Standard 2:</b> The course and character of the Civil War and its effects on the American people</p> <p><b>Standard 3:</b> How various reconstruction plans succeeded or failed</p>                                                                                                                                                                                                                                                                                                                                                                     |

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| <p><b>Era 6</b><br/> <b>The Development of the Industrial United States (1870-1900)</b></p> | <p><b>Standard 1:</b> How the rise of corporations, heavy industry, and mechanized farming transformed the American people</p> <p><b>Standard 2:</b> Massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity</p> <p><b>Standard 3:</b> The rise of the American labor movement and how political issues reflected social and economic changes</p> <p><b>Standard 4:</b> Federal Indian policy and United States foreign policy after the Civil War</p> |
| <p><b>Era 7</b><br/> <b>Era 7 The Emergence of Modern America (1890-1930)</b></p>           | <p><b>Standard 1:</b> How Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption</p> <p><b>Standard 2:</b> The changing role of the United States in world affairs through World War I</p> <p><b>Standard 3:</b> How the United States changed from the end of World War I to the eve of the Great Depression</p>                                                                                                                                                                      |
| <p><b>Era 8</b><br/> <b>Era 8 The Great Depression and World War II (1929-1945)</b></p>     | <p><b>Standard 1:</b> The causes of the Great Depression and how it affected American society</p> <p><b>Standard 2:</b> How the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state</p> <p><b>Standard 3:</b> The causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs</p>                                                                                                                             |
| <p><b>Era 9</b><br/> <b>Era 9 Postwar United States (1945 to early 1970s)</b></p>           | <p><b>Standard 1:</b> The economic boom and social transformation of postwar United States</p> <p><b>Standard 2:</b> How the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics</p> <p><b>Standard 3:</b> Domestic policies after World War II</p> <p><b>Standard 4:</b> The struggle for racial and gender equality and the extension of civil liberties</p>                                                                                                                                       |
| <p><b>Era 10</b><br/> <b>Era 10 Contemporary United States (1968 to the present)</b></p>    | <p><b>Standard 1:</b> Recent developments in foreign and domestic politics</p> <p><b>Standard 2:</b> Economic, social, and cultural developments in contemporary United States</p>                                                                                                                                                                                                                                                                                                                                                          |

# Dual Enrollment U.S. History from 1607-1877: Pacing Guide

## MCHS & UT Martin

### Week 1

- Why of History? Tools for Interpreting History + Practice Essay

### Week 2

- New World America + Test

### Week 3

- Why Colonial History?

### Week 4

- Salutary Neglect America + Test

### Week 5

- Philosophy of Revolt + Essay Test

### Week 6

- Revolutionary America + Test

### Week 7

- Five Core Achievements of the Founding Brothers/Fathers + Essay Test

### Week 8

- Confederacy & Constitutional America

### Week 9

- Confederacy & Constitutional America + Test

### Week 10

- Jeffersonian America

### Week 11

- Jeffersonian America + Test

### Week 12

- Jacksonian America

### Week 13

- Jacksonian America + Test

### Week 14

- Sectional Crisis America

### Week 15

- Sectional Crisis America + Test

### Week 16

- Civil War America

Week 17

- Civil War America + Test

Week 18

- Reconstruction America + Test

John J. Friend's Dual Enrollment from 1877 to Present &  
US History and Geography: Pacing Guide MCHS &  
University of Tennessee at Martin (UTM)

The Rise of Industrialism (1877-1900): TN Standards #1-#7;  
Primary & Secondary Source Documents

Weeks 1-2

- Introduction to History + Essay Test
- African American History (Reconstruction) + Test

Week 3

- Industrial/Gilded Age America + Test

The Progressive Era (1890-1920): TN Standards: #8-#18; Primary  
& Secondary Source Documents

Week 3

- Progressive America + Test

Imperialism & World War I (1890-1920): TN Standards: #19-#27;  
Primary & Secondary Source Documents

Weeks 4-5

- Imperial America + Test
- World War I America + Test

## The 1920s (1920-1929): TN Standards #28-#38; Primary & Secondary Source Documents

Weeks 6-7

- Roaring 20's America + Test

## The Great Depression & New Deal (1929-1941): TN Standards #39-#44; Primary & Secondary Source Documents

Weeks 8-9

- Depression America: The Crash/Great Depression/New Deal + Test

## World War II (1936-1945): TN Standards #45-#58; Primary & Secondary Source Documents

Weeks 10-11

- World War II Europe
- World War II America + Test

## Cold War (1947-1991): TN Standards #59-#70; Primary & Secondary Source Documents

Weeks 12-13

- Cold War America + Test
- Korea & Vietnam America + Test

## A Nation in Transition (1950s-1963): TN Standards #71-#77; Primary & Secondary Source Documents

Week 14

- Postwar America + Test

## Civil Rights Movement (1950s-1960s): TN Standards #78-#82; Primary & Secondary Source Documents

Week 15

- Civil Rights America + Test

## The Modern United States (1960s-The Present): TN Standards #83-#95; Primary & Secondary Source Documents

Weeks 16-18

- 1970s, 80s, & 90s America + Test
- 2000s America + Test
- **Make-up Work Scheduled**

## ***DE AMERICAN HISTORY'S RULES FOR BEHAVIOR AND CLASSROOM PROCEDURES***

### **MR. JOHN J. FRIEND'S DISCIPLINE PLAN & CLASSROOM PROCEDURES for ALL CLASSES!**

My rules for classroom behavior are simple and direct. They are as follows:

- 1. Be in your seat when the tardy bell rings.**
- 2. Be prepared. Always have your materials with you.**
- 3. Be respectful to Mr. Friend and your classmates.**
- 4. Be responsible for completing your assignments on time.**
- 5. Be respectful & responsible not to use any personal electronic device (smartphone + Internet watch + notebook + laptop) during class:**

***\* Special Note: The student must follow the McNairy County School District's published policies for personal electronic devices as outlined in the Student Handbook for McNairy Central High School.***

My procedures for classroom behavior are also simple and direct. They are as follows:

- 1. *Upon entering the classroom*, all personal electronic devices are to be placed out of sight.**
- 2. *During class time*, raise your hand and wait to be called upon by Mr. Friend.**
- 3. Speak only when called upon and not while Mr. Friend is speaking.**
- 4. You may respond to a classmate's point of view only after that person has finished speaking, you have raised your hand, and Mr. Friend calls upon you.**

**Consequences for disobeying rules or not following procedures are as follows:**

- 1. A verbal warning in front of the class.**
- 2. A personal talk with Mr. Friend in the hall.**
- 3. A written office referral only after following the RTI<sub>2</sub>-B Discipline Policy. The principals will discipline you according to all school board policies.**

*Student's Signature & Date:*

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*Parent's Signature & Date:*

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*Textbook #*

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## ***Special Note to Parents:***

Dear Parents or Legal Guardians and Students,

American history is an exciting subject to study. However, at times, there are topics in American history that may be of a sensitive nature like differing religious beliefs, Spanish abuses of Native Americans, the eras of dramatic social changes such as the 1920s, 1960s, & 1980s in America, the Holocaust of World War II, Islamic beliefs, terrorism, 9-11, and the War in Iraq. Students are curious about such subjects and may ask me about them from a historical perspective. I want to assure you that we will **not** discuss anything inappropriate in Mr. Friend's class.

**However, be advised that there are a few topics like this in the American history textbook in case your child reads about them and shares them with you.** If you have any questions or concerns, please call me at (731) 645-3226. My planning block is from 8:00 a.m. to 9:15 a.m. during both the fall and spring semesters. Thanks for your time and attention!

Sincerely,

*John J. Friend*

### **Parent:**

I, \_\_\_\_\_,  
have read and understand this more detailed syllabus and this special note on sensitive topics from Mr. Friend.

### **Student:**

I, \_\_\_\_\_,  
have read and understand this more detailed syllabus and this special note on sensitive topics from Mr. Friend.