

The mission of Hermon High School is to prepare students for personal success in college, work, and community.

World and American Studies II

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Prerequisite: None - Grade 10

2 semesters, 1 credit

Course Summary: Pursuing American Ideals in the Modern World: Turning Points, Enduring Themes, and Connections to Current World Issues.

This course will engage students as they explore, research, and understand various eras with selected topics/issues, events, patterns and people in America and the world. This course will pursue American Ideals centered on the five founding ideals from the Declaration of Independence: Equality, Rights, Liberty, Opportunities, and Democracy. This program invites students to become engaged in these struggles, from establishing an American republic to the making of modern society within a global world.

Graduation Standards (the number of the standard is referenced in the performance indicators listed in each unit):

HISTORY: Apply and demonstrate knowledge of major eras, enduring themes, turning points and historic influences to analyze the forces of continuity and change in the community, the state, the U.S. and the world.

APPLICATION OF SOCIAL STUDIES PROCESS KNOWLEDGE AND SKILLS: Collaboratively and independently, research, present and defend discipline-based processes and knowledge from civics/government, economics, geography and history in authentic contexts.

CIVICS AND GOVERNMENT: Apply understanding of the ideals and purposes of founding documents, the principles and structures of the constitutional government in the US, and the American political system to analyze interrelationships among civics, government and politics in the past and the present, in Maine, the US and the world.

Unit 1 America's Democratic Ideals

Summary Using various resources such as primary sources, internet, maps, atlases, and textbooks students will identify America's founding ideals and why they are important. Students will examine the geography of the U.S. And learn how it has shaped the country's historical development. Students will learn how groups and events led us to break away from the British and how they justified this rebellion. Finally, creating a Constitution and finding a proper role of a national government that supports the ideals of the Declaration Of Independence.

Performance Indicators Assessed in Unit	<p>History C) Trace and evaluate the development of democratic ideals, the persistence of enduring themes (e.g. Power and authority; migration) and their impact on societal issues, trends and events and articulate priorities different groups or people hold in their perspectives.</p> <p>1. Investigate the historic origins of democratic ideals</p> <p>D) Identify and critique diverse perspectives on societal issues, trends and events and articulate priorities different groups or people hold in their perspectives.</p> <p>2. Associate perspectives with various groups of people.</p>
Unit 2	Growth and Challenges of America's founding Ideals/Was the Civil War Inevitable?
Summary	<p>The U.S. in the mid 1800s was a country of sectional differences. From 1850-1861 a series of events caused increasing divisions between the North and the South culminating with the Civil War. We will also analyze two other civil wars the Syrian and Sudanese: causes, effects, comparing and contrasting.</p>
Performance Indicators Assessed in Unit	<p>HISTORY</p> <p>A) Apply an understanding of the forces of continuity and change to analyze the evolution of historical eras, the persistent of enduring themes, and the significance of turning points and current issues in Maine, the nation and the world.</p> <p>3. Recognize the significance of and forces behind turning points in history.</p> <p>4. Analyze how forces for change, and resistant against, have impacted historical eras and enduring themes</p> <p>APPLICATION OF SOCIAL STUDIES PROCESS, KNOWLEDGE AND SKILLS</p> <p>D) Develop informative/explanatory texts about social studies topics, including the narration of historical events, and present a coherent set of findings orally and in writing.</p> <p>1. Uses research to develop a writing piece explaining historical events/issues</p> <p>CIVICS AND GOVERNMENT</p> <p>A) Evaluate current issues by applying the democratic ideals in the founding documents and constitutional principles of the US government, and explain how and why democratic institutions and interpretations of democratic ideals have changes over time.</p> <p>4. Explain how democratic ideals have changed over time.</p>
Unit 3	Civic Engagement
Summary	<p>We will analyze and evaluate what it means to be a citizen. What rights and responsibilities we have as citizens and how people and groups of people have changed and influenced government overtime. From the 1960's to the present people have used their influence by various means to make a change for the common good of mankind. Through research and inquiry we will look at the people and groups of people who have helped make such changes.</p>
Performance	<p>Civics and Government: Students draw on concepts from civics and government to understand political systems,</p>

Indicators Assessed in Unit	<p>power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and world.</p> <p>d.) Compare the rights, duties, and responsibilities of United States citizens with those of citizens from other nations.</p> <p>e.) Evaluate how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience.</p>
Unit 4	Unit Title: Conflict & Cooperation
Summary	<p>Students will investigate how wars and diplomacy have impacted the geographic landscape and how the world has been divided over time. While investigating various conflicts students will formulate the cost / benefits of both conflict and cooperation and how these conflict or lack there of impact the World geographically.</p>
Performance Indicators Assessed in Unit	<p>Geography</p> <p>E) Evaluate how the forces of cooperation and conflict among people, as well as the movement and interactions of various groups of people, including Native Americans in Maine, influence the division and control of the earth’s surface historically and in the present.</p> <ol style="list-style-type: none"> 1. Explore how the movement and interaction of people have lead to conflict and cooperation. 2. Explain how wars and conflict have shaped political and social boundaries. 3. Explain how cooperation has shaped political and social boundaries.
Unit 5	Industrialism and Reform
Summary	<p>The growth of cities unit will cover the inventions and technology that led to industrialization. Students will a;so study the immigrants who would supply the labor for industrialization. Finally, students will learn about some of the people who would create “big business” financing and industrial infrastructure. Students will be exposed to some of the problems that rapid expansions of cities and industry created.</p>
Performance Indicators Assessed in Unit	<p>History A</p> <p>Apply and demonstrate knowledge of major eras, enduring themes, turning points and historic influences to analyze the forces of continuity and change in the community, the state, the U.S. And the world. (MLR E)</p> <ol style="list-style-type: none"> 1. Describe the importance of historical eras 3. Recognize the significance of and forces behind turning points in history <p>History D</p> <p>Identify and critique diverse perspectives on social issues, trends, and events and articulate priorities different groups or people hold in their perspectives. (MLR1 d,E2a; CCSS RH 6)</p> <ol style="list-style-type: none"> 3. Analyze the priorities of various groups.
Unit 6	The Progressive Era
Summary	<p>National influences such as the economy, immigration, Western migration, the Civil War, and industrialization changed our nation. These developments had a dark side, long , unsafe work hours in factories, and political corruption. Rural farmers struggled</p>

to keep their farms, hundred of thousands of African Americans migrated to Northern cities, thousands of Native Americans experienced force migration and relocation, immigrants struggling to fit in, and rapid advances in technology. The social and economic stresses that accompanied rapid industrialization took its toll on Americans in this period.

- Performance Indicators Assessed in Unit
- History – A*
4. *Analyze how forces for change, and resistance against, have impacted historical eras and enduring themes.*
 5. *Apply the evolution of enduring themes to current issues.*
- History – B*
1. Distinguish between primary and secondary sources.
 2. Use evidence to support an argument or interpretation.
- Application of Social Studies Process, Knowledge and Skill – C*
1. *Recognizes differing perspectives on the same issue*
 2. *Recognizes differences between primary and secondary sources.*
- Application – D*
1. Use research to develop a writing piece explaining historical events/issues.

Unit 7 The Roaring 20's

Summary People know the 1920s by various names that imply a certain exuberance in the era: “the Roaring 20s,” “the Jazz Age,” “the Ballyhoo Years,” among others. In addition to its lighter side, however, the 1920s also saw sweeping change and the strife that came along with it. The decade displayed America's response to the upheaval of World War I with a return to “NORMALCY” as well as a period of high anti-immigrant and anticommunist sentiment that left a number of innocent victims in its wake.

- Performance Indicators Assessed in Unit
- A) Apply an understanding of the forces of continuity and change to analyze the evolution of historical eras, the persistence of enduring themes, and the significance of turning points and current issues in Maine, Maine Native American cultures, the nation and the world. (MLR E1 b, E2 b)
1. Describes the importance of historical eras
 2. Explains enduring themes throughout history
 3. Recognize the significance of and forces behind turn points in history.
- E) Apply an understanding of causality, connections and significance to develop credible explanations of historical events based on reasoned interpretation of evidence. (MLR E1 d)
1. Investigate historical events for possible causes
 2. Draw connections between incidents, information or happenings to form credible explanations
 3. Support connections with evidence.

Unit 8 Building an Empire

Summary By the late 1800s, the USA had become a world power. America used its economic and military strength to expand its influence in Latin America and Asia. Many Americans worried that US expansion overseas would weaken the nation's democratic ideals.

- Performance Indicators Assessed in Unit
- A) Apply an understanding of the forces of continuity and change to analyze the

Indicators Assessed in Unit	<p>evolution of historical eras, the persistence of enduring themes, and the significance of turning points and current issues in Maine, Maine Native American cultures, the nation and the world. (MLR E1 b, E2 b)</p> <ol style="list-style-type: none">1. Describes the importance of historical eras2. Explains enduring themes throughout history3. Recognize the significance of and forces behind turn points in history. <p>E) Apply an understanding of causality, connections and significance to develop credible explanations of historical events based on reasoned interpretation of evidence. (MLR E1 d)</p> <ol style="list-style-type: none">1. Investigate historical events for possible causes2. Draw connections between incidents, information or happenings to form credible explanations3. Support connections with evidence.
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