

Curriculum Guide

Course: Social Studies 1 & 2

Course number: 16.02

Written: 10/08 (D. Wilson)

Prerequisites: none

Level/credits: LLD/5 credits

Grades offered to: 9th, 10th, and 11th

Course Description:

Social Studies 1 & 2 has been designed for the Language Learning Disabled class. It will follow or precede Social Studies 1 or 2 course. This course is designed to enable every student to understand and appreciate the forces that have shaped the United States of America. Social Studies Skills and New Jersey History will be integrated into the instruction as appropriate for each standard.

High Point Regional High School's curriculum and instruction are aligned to the state's Core Curriculum Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in the educational programs and be providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socio-economical status.

Course Goals and Objectives:

Goal: The student will understand the events after the Civil War that attempted to reconstruct and rehabilitate the South.

Objectives:

- To explain the three new amendments to the Constitution.
- Describe the changes in the North and the South after the Civil War.

Goal: The student will gain an appreciation for the settlers and pioneers who attempted to tame the West.

Objectives:

- Explain where in the West pioneers traveled and how they got there.
- Describe how and why the transcontinental railroad was built.
- Describe what kinds of people lived on the frontier and what life was like for them.

Goal: Describe how the United States became an Industrial Giant.

Objectives:

- Describe how Andrew Carnegie developed the steel industry.
- Describe the development of the petroleum industry.

- Explain the new ways in which businesses were organized.
- List new inventions that changed the world.

Goal: The student will understand that as immigration to the United States increased, so did the population in America's cities.

Objectives:

- Describe working condition in factories.
- Explain how immigrants and African Americans faced discrimination.
- Describe life in America's cities in the late 1800's.

Goal: The student will understand the action of individuals and groups in the late 1800's to improve life for the masses.

Objectives:

- Explain why reforms were needed.
- Explain how labor unions helped workers.
- Explain the purpose of the Sherman Anti-Trust Act.
- Describe the Populist movement.

Goal: The student will understand the events that enable the United States to become a world power.

Objectives:

- Explain the reasons for and the outcome of the Spanish-American War.
- Describe the accomplishments of President Theodore Roosevelt.

Goal: The student will understand the role of the United States in World War I.

Objectives:

- Explain the events that caused World War I.
- Describe American involvement in World War I.
- Explain the problems with the Treaty of Versailles.

Goal: The student will understand the aim of the United States population in the 1920's to return to normalcy after the war, and how this period of time brought social and cultural changes.

Objectives:

- Describe the time known as the Roaring Twenties.
- Describe how women's roles changed during the period.
- Explain Prohibition and problems it created
- Describe the social and cultural developments of the period.

- Explain the reasons for the 1929 stock market crash.

Goal: The student will understand the struggles of the country during the period of time known as the Great Depression.

Objectives:

- Explain the factors that contributed to the Great Depression.
- Describe conditions during the Great Depression.
- Describe Franklin Roosevelt's "New Deal" policy.
- Full explain one new deal program including its purpose, target population, and methods.

CCCS Addressed:

- Standard 6.4 (United States and New Jersey History) All students will demonstrate knowledge of United States and New Jersey History in Order to understand life and events in the past and how they relate to the present and future.
 - A. Industrial Revolution (1870 – 1900)
 - B. World War I (1913-1920)
 - C. The Great Depression (1930-1939)
 - D.
- Standard 6.6 (Geography) All Students will apply knowledge of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment.
 - A. Maps and Charts
 - B. Historical Understanding
 - C. Reference and Research Skills
 - D. Social Competence
 - E. Family and Community Life
- Standard 6.3 (World History) All students will demonstrate knowledge of world history in order to understand life and events in the past and how they relate to the present and the future.
 - A. Family and Community
 - B. Cultures
 - C. Societies

Units: Marking Period 1

Chapter 17 – Reconstruction 1865-1877

- Explain the problems of Reconstruction
- Explain the three new amendments of the Constitution
- Explain the changes in the North and the South after the Civil War
- Describe the presidencies of Johnson and Grant
- Describe the problems free African Americans faced

Chapter 18 – Settling the Western Frontier 1862-1890

- Explain where in the West pioneers traveled and how they got there
- Describe why and how the transcontinental railroad was built
- Describe what kinds of people lived on the frontier and what life was like for them
- Explain the problems that occurred between the United States and the American Indians in the West
- To list the western lands that became part of the United States

Chapter Project: Power Point or written project on topic relevant to time period of 1862-1890 (American Indians, Frontier Life, gold in the Black Hills, songs of the frontier, or Colonel George Armstrong, etc.)

Units: Marking Period 2

Chapter 19 – Becoming an Industrial Giant

- Describe how Andrew Carnegie developed the steel industry
- Describe the development of the petroleum industry
- Explain the new ways in which businesses were organized
- List new inventions that changed the world

Chapter Project: Power Point on inventions of the 1800s

Chapter 20 – A Nation of Cities

- Describe working conditions in factories
- Explain the reasons for different immigrant groups, coming to the United States
- Explain how immigrants and African Americans faced discrimination
- Describe some of the developments that made city living interesting
- Explain why cities had social problems

Chapter Project: Poster Project: students will display facts about the Statue of Liberty and immigrants in the 1890.

Midterm

Units: Marking Period 3

Chapter 21 – A New Spirit of Reform

- Explain why reforms were needed
- Describe the major reforms that occurred during the period
- Explain how labor unions helped workers
- Explain the purpose of the Sherman Anti-Trust Act
- Describe the Populist movement

Chapter Project: Power Point on Child labor of the time

Chapter 22 – America Becomes a World Power

- Explain the reasons for and outcome of the Spanish-American War
- Describe American expansion in the Pacific and how the US became a stronger nation
- Describe the accomplishments of President Theodore Roosevelt
- Explain several reforms that were made during this time

Chapter Project: Create a poster on topics of the time (President, Boxer Rebellion, Spanish-American War, etc.)

Units: Marking Period 4

Chapter 23 – World War I

- Describe major successes in Wilson's presidency
- Explain the events that caused World War I
- Describe American involvement in World War I
- Explain the problems with the Treaty of Versailles

Chapter Project: Reaction to movie All Quiet on the Western Front

Chapter 24 – The Roaring Twenties

- Describe the period known as the “Roaring Twenties”
- Describe how women's roles changed during the period
- Explain Prohibition and problems it created
- Describe the social and cultural developments of the period
- Explain the reasons for the 1929 stock market crash

Final Exam

Evaluation:

Homework based on	10 points
Class work based on	10 points
Quizzes based on	50 points
Tests based on	100 points
Projects based on	100 points

Midterm (written 2006)
Final (written 2006)

References: Text book: United States History, John Napp and Wayne King, 1998,
American Guidance Service, Inc.

Web pages: www.history.com
<http://inventors.about.com/library/weekly/aa111100a.htm>

Field Trips: Possible trips to New State Capital, Statue of Liberty, or Ellis Island

Other Resources: Chapter review games