



CHAPIN HIGH SCHOOL

<http://www.lexrich5.org/chs>

Course: U.S. History and Constitution Honors	Length of Course:	South Carolina Uniform Grading Scale A= 90-100 B= 80-89 C= 70-79 D= 60-69 F= Below 60
Instructor: Mr. Roger Mize	Number of Credits: B207	
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Web site: CHS website/teacher websites : Roger Mize’s Homepage	Planning: 3A and 7B	
Voice Mail: 575-5468	Fee:	

Course Description:

U. S. History and Constitution Honors is a year long required course required to graduate in the state of South Carolina. The honors course is designed to provide students with the analytical skills, factual knowledge and writing proficiency to deal critically within the context of U.S. history. This course will give students a foundation in the subject matter and in major interpretive questions that derive from the study of enduring understandings. A State Department End of Course Exam will count 20% of the student’s final grade.

Instructional Goals:

- Identify, describe and define key factors in the development of the United States.
- Explain the causes and effects of historical events and the impact on the United States.
- Examine and explain alternative perspectives across a variety of primary and secondary sources.
- Analyze and synthesize information from multiple sources.

Textbook/ Resources:

- Appleby, Brinkley, et al. (2014). **United States History and Geography** (Student ed.). Bothell WA: McGraw Hill Education.
- Unger, I. (2011). **American issues: a primary source reader in United States history** (5th ed.). Boston: Prentice Hall.

Scope and Sequence:

1st Nine Weeks

USHC-1.1 Summarize the distinct characteristics of each colonial region in the settlement and development of British North America, including religious, social, political, and economic differences

USHC-1.2 Analyze the early development of representative government and political rights in the American colonies, including the influence of the British political system; the rule of law as written in the Magna Carta and the English Bill of Rights; and the conflict between the colonial legislatures and the British Parliament that resulted in the American Revolutionary War

1.3 Analyze the impact of the Declaration of Independence and the American Revolution on establishing the ideals of a democratic republic.

USHC-1.4 Analyze how dissatisfactions with the effectiveness of the Articles of Confederation were addressed with the writing of the Constitution of 1787, including the debates and compromises reached at the Philadelphia Convention and over ratification of the Constitution

USHC-1.5 Explain how the fundamental principles of limited government is protected by the Constitution and the Bill of Rights, including democracy, republicanism and federalism, the separation of powers, the system of checks and balances, and individual rights.

USHC-1.6 Analyze the development of the two-party system during the presidency of George Washington, including controversies over domestic and foreign policies, and the regional interests of the Democratic-Republicans and the Federalists.

USHC-1.7 Summarize the expansion of the power of the national government as a result of Supreme Court decisions under Chief Justice John Marshall, such as the establishment of judicial review in *Marbury v. Madison* and the impact of political party affiliation on the Court.

USHC-2.1 Summarize the impact of westward expansion on nationalism and democracy including the expansion of the franchise, the displacement of Native Americans from the southeast and conflicts over states' rights and federal power during the era of Jacksonian democracy as a result of major land acquisitions such as the Louisiana Purchase, the Oregon Treaty and the Mexican Cession.

USHC-2.2 Explain how the Monroe Doctrine and the concept of Manifest Destiny affected United States' relationships with foreign powers, including the role of the United States in the Texas Revolution and the Mexican War.

USHC-2.3 Compare the economic development in different regions (South, North and West) of the United States during the early nineteenth century, including how economic policy contributed to political controversies.

USHC-2.4 Compare the social and cultural characteristics of the North, the South, and the West during the antebellum period, including the lives of African Americans and social reform movements such as abolition and women's rights

1st Nine Weeks required DBQ: How Revolutionary was the American Revolution?

Required Readings:

- American Issues 1.2. John Winthrop Advises Puritans to Emigrate
- American Issues 1.6 Coercion: The West African Slave (1729)
- American Issues 4.1 The Stamp Act: Congress Denounces Taxation Without Representation
- American Issues 6.7 Washington and the Success of the Great Experiment
- American Issues 7.3 Indian Removal Act (1830)
- American Issues 10.1 The Seneca Falls Declaration of Sentiments and Resolutions

2nd Nine Weeks

USHC-3.1 Assess the relative importance of political events and issues that divided the nation and led to civil war, including the compromises reached to maintain the balance of free and slave states, the abolitionist movement, the Dred Scott case, conflicting views on states'

rights and federal authority, the emergence of the Republican Party, and the formation of the Confederate States of America.

USHC-3.2 Summarize the course of the Civil War and its impact on democracy, including major turning points, the impact of the Emancipation Proclamation, unequal treatment afforded to African American military units the geographic, economic and political factors involved in the defeat of the Confederacy, and the ultimate defeat of the idea of secession.

3.3 Analyze the effects of Reconstruction on the southern states and on the role of the federal government; and the impact of the Thirteenth, Fourteenth, and Fifteenth Amendments on the political, social and economic opportunity of African Americans

USHC-3.4 Summarize the end of Reconstruction, including the role of anti-African American factions and competing national interests in undermining support for Reconstruction; the impact of the removal of federal protection for freedmen, and the impact of Jim Crow laws and voter restrictions on African American rights in the post-Reconstruction era.

USHC 3.5 Evaluate the varied responses of African Americans to the restrictions imposed on them in the post Reconstruction period, including the leadership, strategies and styles of Booker T. Washington, W.E.B. DuBois and Ida Wells Barnett

USHC 4.1 Summarize the impact of government policy and the construction of the railroads on the development of the national market and on the culture of Native American peoples.

USHC-4.2 Analyze the factors that influenced the economic growth of the United States and its emergence as an industrial power, including America's abundance of natural resources; government support and protection in the form of railroad subsidies, tariffs, and labor policies; and the expansion of international markets.

USHC-4.3 Evaluate the role of capitalism and its impact on democracy, including the ascent of new industries, the increasing availability of consumer goods and the rising standard of living, the role of entrepreneurs, the rise of business through monopoly, and the influence of business ideologies

USHC-4.4 Explain the impact of industrial growth and business cycles on various groups and how these groups responded to economic problems including farmers, workers and immigrants and how these groups responded to economic problems, the Populist movement and labor unions; and the government's reaction to these forms of protest.

USHC-4.5 Explain the causes and effects of urbanization in late nineteenth-century America, including the movement from farm to city; changing immigration patterns, the rise of ethnic neighborhoods and the role of political machines; and the migration of African Americans to the North, the Midwest and the West.

2nd Nine Weeks DBQ: How Democratic was Andrew Jackson?

Required Readings:

- American Issues 11.3 The Mexican View
- American Issues 13.5 The Republican Party Platform of 1860
- American Issues 14.2 The War is Over Constitutional Issues
- American Issues Vol. 2: 3.4 Native Americans

3rd Nine Weeks

USHC-4.6 Compare the accomplishments and limitations of the women's suffrage movement and the Progressive Movement in effecting social and political reforms in America, including the roles of the media and of reformers such as Carrie Chapman Catt, Alice Paul, Jane

Addams and Presidents Theodore Roosevelt and Woodrow Wilson, and the reasons for the success of the women's suffrage movement

USHC-5.1 Analyze the development of American expansionism, including the change from isolationism to intervention, and the rationales for imperialism based on Social Darwinism, expanding capitalism, and domestic tensions.

USHC-5.2 Explain the influence of the Spanish-American War on the emergence of the United States as a world power including the role of yellow journalism in the American declaration of war against Spain, United States interests and expansion in the South Pacific, and the debate between pro- and anti-imperialists over annexation of the Philippines

5.3 Summarize United States foreign policies in different regions of the world during the early twentieth century, including the purposes and effects of the Open Door policy with China, the United States role in the Panama Revolution, Theodore Roosevelt's "big stick diplomacy," William Taft's "dollar diplomacy," and Woodrow Wilson's "moral diplomacy" and changing worldwide perceptions of the United States.

USHC-5.4 Analyze the causes and consequences of U.S. involvement in World War I, including the failure of neutrality and the reasons for the declaration of war; the role of propaganda in creating a unified war effort, the limitation of individual liberties; and Woodrow Wilson's leadership in the Treaty of Versailles and the creation of the League of Nations.

USHC-5.5 Analyze the United States' rejection of internationalism including postwar disillusionment, the Senate's refusal to ratify the Versailles Treaty, the election of 1920 and the role of the United States in international affairs in the 1920s

USHC-6.1 Explain the impact of changes in the 1920s on the economy, society and culture, including, the expansion of mass production techniques, the invention of new home appliances, the introduction of the installment plan, the role of transportation in changing urban life, the effect of radio and movies in creating a national mass culture and the cultural changes exemplified by the Harlem Renaissance

USHC-6.2 Explain the causes and effects of the social change and conflict between traditionalism and progressivism that took place during the 1920s, including the role of women; the "Red Scare", the resurgence of the Ku Klux Klan, immigration quotas, and Prohibition and the Scopes trial.

USHC-6.3 Explain the causes and USHC-6.4 Explain the causes and consequences of the Great Depression, including the disparity in income and wealth distribution; the collapse of the farm economy and the effects of the Dust Bowl; limited government regulation; taxes, investment and stock market speculation; policies of the federal government and the Federal Reserve System and the effects of the Depression on the people.

USHC-6.4 Analyze President Franklin Roosevelt's New Deal as a response to the economic crisis of the Great Depression, including the effectiveness of New Deal programs in relieving suffering and achieving economic recovery, in protecting the rights of women and minorities, and in making significant reforms to protect the economy such as Social Security and labor laws.

USHC-7.1 Analyze the United States' decision to enter World War II, including the United States' movement from a policy of isolationism to international involvement and the Japanese attack on Pearl Harbor.

USHC-7.2 Assess the impact of war mobilization on the home front, including consumer sacrifices, the role of women and minorities in the workforce, and limits on individual rights that resulted in the internment of Japanese Americans.

USHC-7.3 Explain how controversies among the Big Three Allied leaders over war strategies, including delays in opening of the second front in Europe; the participation of the Soviet Union in the war in the Pacific and the dropping of atomic bombs on Hiroshima and Nagasaki, led to post war conflict between the United States and the U.S.S.R.

USHC-7.4 Summarize the economic, humanitarian and diplomatic impact of World War II, including the end of the Great Depression; the Holocaust, war crimes trials and the recognition of Israel.

3rd Nine Weeks DBQ: What caused the Great Depression?

Required Readings:

- American Issues Vol. 2: 7.1 The Germans Defend their Submarine Policy (1915)
- American Issues Vol. 2: 9.4 The Communist Party: The New Deal Means Fascism
- American Issues Vol. 2: 10.4 Undeclared War

4th Nine Weeks

USHC-7.4 Analyze the impact of the Cold War on national security and individual freedom including the containment policy and the role of military alliances; the effects of the “Red Scare” and McCarthyism; conflicts in Korea and the Middle East; the Iron Curtain and the Berlin Wall; the Cuban missile crisis; and the nuclear arms race.

USHC-7.5 Analyze the causes and consequences of social and cultural changes in postwar America, including educational programs; the consumer culture and expanding suburbanization; advances in medical and agricultural technology that led to changes in the standard of living and demographic patterns; and the roles of women in American society.

USHC-8.1 Analyze the movement for African American civil rights, including initial strategies, landmark court cases and legislation, the roles of key civil rights advocates and the media, and the influence of the civil rights movement on other groups seeking equity. USHC-8.2

Compare the social and economic policies of Presidents Lyndon Johnson and Richard Nixon, including support for civil rights legislation, programs for the elderly and the poor, environmental protection, and the impact of these policies on politics.

USHC-8.3 Explain the development of the war in Vietnam and its impact on American government and politics including the Gulf of Tonkin Resolution and the policies of President Lyndon Johnson; protests and opposition to the war; the role of the media; the policies of Presidents Lyndon Johnson and Richard Nixon, and the growing credibility gap that culminated in Watergate.

USHC-8.4 Analyze the causes and consequences of the resurgence of the conservative movement, including social and cultural changes of the 1960s and 1970s and Supreme Court decisions on integration and abortion; the economic and social policies of the Reagan administration; and the role of the media.

USHC 8.5 Summarize key political and economic issues of the past twenty-five years, including continuing dependence on foreign oil, trade agreements and globalization tax policy, increases in economic disparity and recession; the national debt and deficits; immigration; and the elections of 2000 and 2008.

USHC 8.6 Summarize America’s role in the changing world including the dissolution of the Soviet Union; the expansion of the European Union; the continuing crisis in the Middle East and the rise of global terrorism

4th Nine Weeks DBQ: Martin & Malcom: Which Philosophy made the most sense in the 1960’s?

Required Readings:

- American Issues Vol. 2: 11.1 “X” (George Kennan), The Sources of Soviet Conduct
- American Issues Vol. 2: 12.2 Keep Your Eyes on the Prize □ American Issues Vol. 2: 15.1 The Hawk Position
- American Issues Vol. 2: 17.1 Ronald Regan’s Vision of Freedom

Assessments/Grading:

Assessment in Honors U.S. History will be based on the student's ability to complete rigorous and complex thinking. Students are expected to analyze sources independently and in-depth, to evaluate and justify responses, and to create solutions for geographic issues.

Course assessments will be both formative and summative.

Formative Assessments which will count for 40% of the grade are to include, but are not limited to, homework, class work, journals, mini-presentations, etc.

Summative Assessments which will count 60% of the grade include, but are not limited to, chapter and unit tests, district tests, written responses, demonstrations, and products (research papers, projects, etc.).

Absence and Make-Up Policies

Work missed due to an unexcused absence will be accepted according to school policy outlined in the student handbook. Extenuation circumstances occasionally occur; please see the teacher before a deadline to make alternate arrangements. **Make-up work is the responsibility of the student.** As stated before, major tests must be made-up within 3 days.

Monitoring Student Progress

As a Chapin High School parent, you have the privilege of monitoring your students progress anywhere you have access to a computer. With our system, you can view your child’s grades as they exist in the teacher’s grade book. You also have the ability to register to receive alert notifications and review the daily bulletin for important school-wide information and much more. You may access the power school parent portal at <https://powerschool1.lexrich5.org/public>

Academic Assistance

Any student who feels he/she may benefit from extra help is encouraged to attend Enrichment on Monday, Tuesday and Wednesday, or by appointment.

Special Course Projects

Students will engage in teacher-directed and self-guided research. Further information about projects may be presented throughout the year.

Study Skills and Strategies

Students will be required to do extensive reading, research, and oral work. Writing is also an important focus of the course. Students are expected to analyze and synthesize information when responding to questions, assessments, and writing prompts. For a student to be successful, he/she must keep up with the reading and review notes regularly, as well as pay attention to facts and details and use them in classroom assignments. Regular attendance is also

essential. The student is expected to take responsibility for his/her own work, including make-up work.

Classroom Management Policy

All CHS rules will be enforced in this class, as spelled out by the school discipline code and individual teacher's policies. Students are expected to behave in a manner which demonstrates respect for self and others, value for quality work, and personal integrity and character, and a spirit of cooperation/