

# Montclair High School

## Course Syllabus

**Department: Social Studies**  
**Course: United States History 1 CGI**  
**Level: Honors/High Honors**  
**Credits: 5**

### Course Description:

As part of its purpose, the Civics & Government Institute strives to help the student realize his/her potential. As a means to that end, all English and Social Studies coursework may be achieved by the student at either Honors or High Honors level. Units within the course syllabi of CGI are thematic and interdisciplinary and are taught in a heterogeneous classroom setting.

Throughout the coursework, the student should develop an appreciation for the pluralistic nature of American society and an awareness of the roles of women, African-Americans and other social/ethnic minorities in its history. The Social Studies curriculum reflects the knowledge, skills, attitudes and social participation to prepare students for their roles in the 21st Century.

### Standards:

NJCCCS: 6.1.12.A.1.a – 6.1.12.D.16.c  
RH.11-12.1-10; WHST.11-12.1-10

### Anchor Text(s):

Text Title	Publisher/Author	Year/Edition	ISBN	Text Distribution
<i>The Americans (H)</i>	McDougall-Littel	11 <sup>th</sup> /1998	0395851823	Hard copy
<i>The American Pageant (HH)</i>	Houghton Mifflin Company	16th/ 2016	0669397288	Hard Copy

### Supplementary Materials:

A People's History of the United States, Howard Zinn, along with Maps, Charts, Primary and Secondary Materials, Topical Readings, Films, and other materials relevant to the units being covered.

### Units of Study:

*Social Movements & Reform:* The purpose of this unit is to provide students with a framework for understanding and analyzing the various social movements and reform efforts that have taken place in the United States from the colonial era to the present.

*War & Conflict:* The purpose of this unit is to engage the students in the understanding of the causes of war and those conflicts that are particular to the development of United States' History

### Proficiencies:

By the end of this course, students will:

- Describe reasons for going to war and evaluate other alternatives that may have been taken to avoid wars in US history.
- Discuss how relationships among native peoples and Europeans differed from nation to nation and offer explanations for these differences.
- Identify key leaders in the settlement and development of British/American colonies and describe the unique characteristics in the development and cultures of each of the original thirteen colonies.
- Discuss reform actions that occurred during the colonial period and their significance to the development of American culture.
- Analyze antebellum reform movements in terms of their origins, actions and impact on American society.
- Evaluate the major events and accomplishments of the Labor Movement, Struggle for Equality, Civil Rights, Women’s Movement, and other reform movements in American History
- Explain how Americans, despite enormous disadvantages, managed to defeat the British and gain Independence.
- Understand the events that led to America’s Second War for Independence and the emergence of the US as a world power as a result of the war.
- Identify the reasons for westward expansion and its role in the war with Mexico.
- Critically evaluate the Civil War from many different perspectives: the final violent phase in a conflict between two regional subcultures, a breakdown of a democratic political system, the climax of several decades of social reform & as a pivotal chapter in US racial history –the legacy of such a war will makes outcomes more important than causes.
- Compare the policy of Manifest Destiny to late 19th Century Imperialism and Globalization.
- Identify the world situation at the time of the outbreak of WWI and assess the reasons for the US becoming involved in the conflict.
- Evaluate the causes and assess the impact of WWII.
- Discuss how the US adopts the new role of peacetime leader in post-war world.
- Understand Cold War policies, conflicts & client wars (i.e. Berlin, Cuba, Korea, Vietnam, Arab-Israeli Wars, Afghanistan.)
- Evaluate the Persian Gulf War and the resulting “New World Order”

**Evaluation & Assessment:**

Student learning incorporates a variety of methods, strategies and skills. Therefore, in an attempt to accurately evaluate student achievement, various methods of alternative assessments will be employed in the grading of students. The percentage breakdown for each marking period is listed below. The Final Grade will consist of each marking period (22.5% each), the midterm exam (5%) and the final exam (5%).

**Honors:**

Tests and Essays	45%
Projects and Quizzes	30%
Homework	15%
Classwork	10%

**High Honors**

Tests and Essays	55%
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Projects and Quizzes	20%
Homework	15%
Classwork	10%