

Curriculum Outline



Campbell High School

Character – Courage – Respect – Responsibility

Course & Level: American Studies

Department: Social Studies (Teamed with English)

Teacher: Heidi Paris, David Gingras

Grade level: 11

Description of Course:

This two-credit interdisciplinary course explores the American experience through the lenses of both history and literature. Student investigation will be driven by these questions: What does it mean to be American? How do we deal with difference? What American ideals have yet to become a reality? What is progress? Students will gain core knowledge in American history from the Civil War to the present and will connect enduring issues in social studies and literature to life today. Students will read and analyze an array of primary source documents which may include, but are not limited to: Lincoln's "First Inaugural Address" and Lincoln's "Gettysburg Address" to King's "I Have a Dream" speech. Literary texts may include a range of classic and contemporary voices including: Twain, Fitzgerald, Hughes, O'Brien, and Steinbeck. The yearly arts focus will be on American music from African-American spirituals to sixties protest songs. Periodic major projects will enable students to explore course themes with greater depth and choice. These will include oral presentations, and a four-to-six page formal research paper. Courses 205 & 206 meet the State requirements for U.S. History.

School – Wide Expectations:

Campbell graduates will be college and career ready because they can:

The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between the school-wide expectations and the course curriculum.

Academic:

1. Read actively and critically for diverse purposes.
2. Communicate effectively using a variety of mediums.
3. Write effectively for a variety of purposes.
4. Utilize current technology and other resources to research, organize and evaluate possibilities to enhance learning.
5. Think critically, creatively and effectively in order to solve problems, and to transfer solutions to complete authentic tasks across all disciplines.

Social:

1. Exhibit personal responsibility and initiative.
2. Understand, appreciate and respect diversity.
3. Work cooperatively in an atmosphere of mutual respect

Civic:

1. Contribute as an active member of the community.
2. Demonstrate civic responsibilities.

Core Competencies:

1. Apply inquiry processes to support conclusions in the social sciences. (Research competency)
2. Evaluate historical or contemporary actions of people and/or events to develop evidence-based claims. (Evaluation competency)
3. Analyze the social, political, and economic factors of historical periods. (Analysis competency)
4. Demonstrate conceptual understanding of essential topics in the social sciences. (Comprehension competency)

Suggested Texts and Media (Software, A/V, etc.):

1. Textbook: *Civics America's History: Land of Liberty*. Steck-Vaughn, Harcourt Achieve, 2006.
2. Assorted primary source documents with accompanying questions and/or open response questions.
3. Teacher created worksheets and homework assignments.
4. Teacher created PowerPoint lectures.
5. Teacher created website: www.quia.com/pages/chsamerican.html (Semester One) & www.quia.com/pages/chsamerican2.html (Semester Two).
6. Assorted DVD's and audio files.
7. Use of Chromebook and Google Classroom.

We utilize a variety of instructional resources beyond the identified textbooks and materials throughout the school year to enhance your student's educational experience. Parents/Guardians are welcome to review the available resources throughout the school year by contacting their student's teacher. Alternative assignments may be available upon request. Please contact the classroom teacher for further details.

Suggested Instructional Strategies:

1. **Lecture:** Through the use of PowerPoint presentations, the teacher will guide student learning on the key facts and concepts of the course. For example, a lecture may focus on the Missouri Compromise as a cause of the Civil War.
2. **Socratic Questioning:** Used to explore, with students, the depth of their understanding of key concepts and ability to relate concepts.
3. **Homework and Written Response Questions:** Reading assignments from the text and from primary source materials are used to introduce students to concepts of importance to the course. Reading assignments are often accompanied by questions requiring students to demonstrate comprehension of the assigned reading. Questions may also engage students in the analysis and evaluation of the information they are intended to comprehend. In most instances, the questions require students to answer in complete sentences using the question as the root of the answer. This is done to promote effective written communication skill sand in the preparation for state and national tests requiring a written response to open ended questions.
4. **Projects:** Group and individual projects require students to apply key concepts of the course to real world events. For example, students may be asked to complete a project on an individual or event during the Roaring 20s.

Suggested Assessment Strategies:

1. **Quizzes & Tests:** Teacher created tests and quizzes including multiple choice, matching, short answer and/or essay questions are intended to assess student comprehension of the fundamental concepts, analysis of those concepts and the evaluation of the reasons underlying those concepts.
2. **Projects:** Teacher designed projects requiring students to apply key concepts to real world events, while encouraging individual creativity or group dynamics, as the case may be.
3. **Research Paper:** Students will demonstrate the ability to gather pertinent facts through research, the analysis of those facts, formulate a thesis, and prove the thesis using accurate facts written in his or her own words. Students will also be expected to cite their sources correctly, using MLA format.
4. **Final Exam:** This is a comprehensive exam. For semester one, the material would include: the Antebellum era through World War One. For semester two, the material would include the Roaring 20s through the Vietnam era. Final exams count as 15% of the semester grade.