**11th Grade Syllabus**

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| **Syllabus and Pacing Guide August 2020 – May 2021** | | |
| **United States History: 1877 to the Present** | | |
| **Coach Hammonds** | | **Brookwood High School** |
| kjhammonds@tcss.net | |  |
| **Course    Description** | | |
| ***United States History: 1877 to the Present*** is the second year of a two-year sequence of courses involving the chronological history of the United States.  This course continues the journey begun in Grade 10 through the economic, geographic, social, and political development of the United States.  Beginning with the post-Reconstruction United States and its shift into a more industrialized society, the course continues through the twentieth century to the present.  Students are involved in a chronological study of major events, issues, movements, and leaders of the United States through the present from both a national and an Alabama perspective.  Students are actively involved in and are challenged by the level of expectation inherent in the required content of this course.  With more fully developed skills in abstract thinking, students compare, analyze, and explain events and developments.            In addition to increasing factual knowledge, U.S. History students will employ abstract reasoning, critical thinking, and sophisticated problem solving skills. The coursework fosters the growth of productive citizens as students engage in opportunities for analyzing complex issues.  The instructional environment also provides opportunities for active civic participation, social science research, and authentic learning through a variety of methods and tools such as the use of primary sources, written analysis of information, debate, presentation, simulation, technology, and experimentation. | | |
| **Textbook:** | **The Americans: Reconstruction to the 21st Century** | |
| Online Edition | http://my.hrw.com/ | |

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| **WEEK** | **COURSE OF STUDY OBJECTIVES/AHSGE OBJECTIVES & STANDARDS** |
| 1 | Alabama Course of Study, LHS Orientation, Teacher Expectations, Classroom Management Plan, Political Cartoons |
| 2 - 4 | COS 1:  Explain the transition of the United States from an agrarian society to an industrial nation prior to World War I. |
| 5 - 7 | COS 2: Describe social and political origins, accomplishments, and limitations of Progressivism. |
| 8 -10 | COS 3: Explain the United States’ changing role in the early twentieth century as a world power. |
| 11 - 13 | COS 4: Describe the causes and impact of the intervention by the United States in World War I, including mobilization and economic and political changes. |
| 14 - 18 | COS 5: Describe the impact of social changes and the influence of key figures in the United States from World War I through the 1920s, including Prohibition, the passage of the Nineteenth Amendment, the Scopes Trial, immigration, the Red Scare, Susan B. Anthony, Margaret Sanger, Elizabeth Cady Stanton, the Harlem Renaissance, the Great Migration, W. C. Handy, the Jazz Age, and Zelda Fitzgerald. |
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| 19 - 22 | COS 6: Describe social and economic conditions from the 1920s through the Great Depression regarding factors leading to a deepening crisis, including the collapse of the farming economy and the stock market crash of 1929. |
| 23 - 24 | COS 7: Explain strengths and weaknesses of the New Deal in managing problems of the Great Depression through relief, recovery, and reform programs, including the Tennessee Valley Authority (TVA), the Works Progress Administration (WPA), the Civilian Conservation Corps (CCC), and the Social Security Act. |
| 25 | COS 8: Summarize events leading to World War II, including the militarization of the Rhineland, Germany’s seizure of Austria and Czechoslovakia, Japan’s invasion of China, and the Rape of Nanjing. |
| 27 | COS  9: Describe the significance of major battles, events, and consequences of World War II campaigns, including North Africa, Midway, Normandy, Okinawa, the Battle of the Bulge, Iwo Jima, and the Yalta and Potsdam Conferences. |
| 28-29 | COS 10: Describe the impact of World War II on the lives of American citizens, including wartime economic measures, population shifts, growth in the middle class, growth of industrialization, advancements in science and technology, increased wealth in the African-American community, racial and ethnic tensions, Servicemen’s Readjustment Act of 1944 (G. I. Bill of Rights), and desegregation of the military. |
| 30-31 | COS  11: Describe the international role of the United States from 1945 through 1960 relative to the Truman Doctrine, the Marshall Plan, the Berlin Blockade, and the North Atlantic Treaty Organization (NATO). |
| 32-33 | COS 12: Describe major initiatives of the John F. Kennedy and Lyndon B. Johnson Administrations. |
| 34-35 | COS 13: Trace the course of the involvement of the United States in Vietnam from the 1950s to 1975, including the Battle of Dien Bien Phu, the Gulf of Tonkin Resolution, the Tet Offensive, destabilization of Laos, secret bombings of Cambodia, and the fall of Saigon. |
|  | COS 14: Trace events of the modern Civil Rights Movement from post-World War II to 1970 that resulted in social and economic changes, including the Montgomery Bus Boycott, the desegregation of Little Rock Central High School, the March on Washington, Freedom Rides, the Sixteenth Street Baptist Church bombing, and the Selma-to-Montgomery March. |
|  | COS 15: Describe changing social and cultural conditions in the United States during the 1950s, 1960s, and 1970s. |
|  | COS 16: Describe significant foreign and domestic issues of presidential administrations from Richard M. Nixon to the present. |
| 36 | **FINAL EXAM & REVIEW** |