COURSE TITLE: HONORS U.S. HISTORY

COURSE DESCRIPTION: This one-year course is available to all juniors who want to meet their U.S. History requirement in an intense academic setting. This course covers the same curriculum as U.S. History but requires additional work. This additional work will include the reading of primary sources and scholarly articles. Additional writing assignments will include numerous research and reaction papers. This course is available to all juniors who have a keen interest in history and/or who are ready for a more academically challenging course of study. This course satisfies the graduation requirement for one semester of U.S. History.

MAJOR CONCEPTS AND TOPICS

1. American Identity
   - Unity and pluralism
   - Roles of gender
   - Diversity
   - Social class
   - Impact of religion on social change
   - Religious influence on political change

2. Political foundations and Developments
   - Development of civic ideals and practices
   - Patterns of social and political interaction
   - Impact of conflict and cooperation among groups and individuals on politics
   - Relationship between the individual and the government
   - Evolution of government institutions
   - Connections between foreign and domestic policy

3. Economic Systems and Technology
   - Economic production
   - Development of technology
   - Globalization
   - Distribution of wealth

4. Social and Political Interactions
   - Political parties
   - Religious influence on political change
   - Federalism
   - Sectionalism
   - Foreign Policy
   - Manifest Destiny
   - Spread of American ideas and culture around the world
   - Westward movement
5. World Views and Value Systems

- U.S. global expansion
- American thought and philosophy
- American culture, art & music
- Spread of American ideas and culture around the world
- Diversity
- Religious influence on political change
- Impact of religion on social change
- Globalization
- Foreign Policy

HONORS U. S. HISTORY COURSE COMPETENCIES

1. Students will understand that conflict and cooperation together shape the development of the United States.
2. Students will understand that there is a relationship between civic ideals and practices.
3. Students will understand that in the history of the United States the people and the environment impact each other.
4. Students will understand that decisions by individuals have driven forms of production, distribution and consumption of goods and services over time.
5. Students will understand that as various cultures interact or collide on the American continent, each culture is impacted.
6. Students will understand that social, political and economic interactions have involved Americans on an increasingly global scale.
7. Students will understand that technological advancements have both positive and negative impacts on the development of American society.
8. Students will understand that Americans have experienced an ongoing tension between freedom and security, liberty and equality, and individualism and the common good.
9. Students will understand that American identity has been influenced by changing patterns of class, ethnicity, race and gender.
10. Students will understand that Americans express their values and beliefs in art, literature, music and philosophy.
Social Studies Process Skills

1. Students will understand that it is important to differentiate and make relevant connections to the past, present and future and to changes over time.
2. Students will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize biases.
3. Students will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.
4. Students will understand that it is important to create and test generalizations and theses.
5. Students will understand that it is important to express personal opinion clearly and concisely, supported by evidence.
6. Students will understand that it is important to calculate effects of decisions and decision-making.
7. Students will understand that it is important to solve individual and group problems.

HONORS U. S. HISTORY

<table>
<thead>
<tr>
<th>Major Concept #1</th>
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</thead>
<tbody>
<tr>
<td>American Identity</td>
</tr>
<tr>
<td><strong>Topics</strong></td>
</tr>
<tr>
<td>Unity and pluralism, roles of gender, diversity, social class, impact of religion on social change, religious influence on politics</td>
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<tr>
<td><strong>Competencies</strong></td>
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<tr>
<td>5. Students will understand that as various cultures interact or collide on the American continent, each culture is impacted.</td>
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<td>9. Students will understand that American identity has been influenced by changing patterns of class, ethnicity, race and gender.</td>
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<tr>
<td>1. Examine the tensions between the values of unity and pluralism in defining our national identity (SS:HI:12:5.1)</td>
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<tr>
<td>2. Evaluate the changing roles of gender in society (SS:HI.12:5.3)</td>
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<td>3. Explore attitudes toward diversity held by groups and individuals (SS:HI:12:5.3)</td>
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<tr>
<td>4. Examine the impact of social class on life in the United States (SS:HI:12:5.4)</td>
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<tr>
<td>5. Analyze how religious ideas of morality have important social changes (SS:HI:12:5.5)</td>
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<tr>
<td>6. Analyze the spread of American ideas and culture (SS:HI:12:3.4)</td>
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<tr>
<td>7. Critique how art, music, and literature of our nation have been influenced by groups (SS:HI:12:3.3)</td>
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# Major Concept #2

## American Political Foundations and Development

| Knowledge/Content | 8. Evaluate how individuals have developed ideas that have profoundly affected American life (SS:HI:12:3.1)  
|                   | 9. Examine the role and impact of religious ideas on daily life and social norms (SS:HI:12:5.3)  
|                   | 10. Analyze the struggles for cultural continuity (SS:HI:12:5.3)  
|                   | 11. Determine the basis for ranking social groups within a given culture (SS:HI:12:5.5)  
|                   | 12. Classify the functions, sizes, and spatial arrangements of urban areas (SS:HI:12:4.4)  
|                   | 13. Examine the process of urbanization (SS:HI:12:4)  
|                   | 14. Examine how institutions and individuals make, apply, and enforce rules and laws (SS:CVI:12:1.2)  
|                   | 15. Explain how in the US legitimate authority derives from custom, law and consent of the government (SS:CV:12:1.4)  
|                   | 16. Explain why the preservation of liberty requires the participation of knowledgeable and engaged citizens (SS:CV:12:4.3)  
|                   | 17. Explain how the allocation of resources impact productivity and ultimately economic growth (SS:EC:12:2.1) |

| Process Skills    | 1. Students will understand that it is important to differentiate and make relevant connections among the past, present, future as well as to changes over time.  
|                   | 2. Students will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize biases.  
|                   | 3. Students will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information. |

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**HONORS U.S. HISTORY**

## Major Concept #2

### American Political Foundations and Development

| Topics | Development of civic ideals and practices, patterns of social and political interaction, impact of conflict and cooperation among groups and individuals on politics; the relationship between the individual and the government, the evolution of government institutions, connections between foreign and domestic policy |

| Competencies | 1. Students will understand that conflict and cooperation together shape the development of the United States.  
|             | 2. Students will understand that there is a relationship |
8 Students will understand that Americans have experienced an ongoing tension between freedom and security, liberty and equality, and individualism and the common good.

| Knowledge/Content | 1. Account for the rise and fall of political parties and movements and their impact, e.g., the Whig Party or the Progressive Movement (SS:HI:12:1.1).  
2. Analyze how religion has influenced the political life of the nation (SS:HI:12:1.2).  
3. Analyze the roots and application of the federal system of government by examining key documents and events (SS:HI:12:1.3).  
4. Examine the impact of sectionalism on national crises and United States government policies (SS:HI:12:1.4).  
5. Analyze how United States foreign policy has varied from periods of international involvement, to isolationism, to exerting power and dominance at different time periods (SS:HI:12:2.2).  
6. Decide to what extent democratic ideals, economic motives and empire building have influenced U.S. foreign policy in events and policies (SS:HI:12:2.3).  
7. Investigate United States involvement in and/or conflict with regional and international organizations (SS:HI:12:2.5).  
8. Utilize regions to analyze geographic issues (SS:GE:12:2.4).  
9. Use graphic tools to depict geographic issues (SS:GE:12:1.1).  
10. Analyze spatial interactions and models of spatial organization (SS:GE:12:1.3).  
11. Examine how various national economic policies have led to changes in the international economy (SS:EC:12:5.3).  
12. Investigate how knowledgeable and engaged citizens have acted to preserve and extend their liberties (SS:CV:12:4.2).  
13. Explain why the preservation of liberty requires the participation of knowledgeable and engaged citizens (SS:CV:12:4.3).  
14. Discuss the impact on world affairs and the United States’ response to environmental, economic, and technological issues (SS:CV:12:3.1).  
15. Discuss the relationship between domestic and foreign policy (SS:CV:12:3.2). |
<table>
<thead>
<tr>
<th>Major Concept #3</th>
<th>Economic Systems and Technology</th>
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<tbody>
<tr>
<td><strong>Topics</strong></td>
<td>Economic production, development of technology, globalization, distribution of wealth</td>
</tr>
</tbody>
</table>
| **Competencies**| 1. Students will understand that conflict and cooperation together shape the development of the United States.  
3. Students will understand that in the history of the United States the people and the environment impact each other.  
4. Students will understand that decisions by individuals have driven forms of production, distribution, and consumption of goods and services over time.  
6. Students will understand that social, political and economic interactions have involved Americans on an increasingly global scale.  
7. Students will understand that technological advancements have both positive and negative impacts on the development of American society. |
| **Knowledge/Content** | 1. Evaluate the impact of major developments and changes in American economic productivity. (SS:HI:12:4.2)  
2. Explain how the development of technology has both simplified and complicated work. (SS:HI:12:4.3)  
3. Explain how the economy over time has shaped the distribution of wealth. (SS:HI:12:4.5) |
| **Process Skills** | 1. Students will understand that it is important to differentiate and make relevant connections to the past, present and future and to changes over time.  
3. Students will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.  
6. Students will understand that it is important to calculate effects of decisions and decision-making.  
7. Students will understand that it is important to solve individual and group problems. |
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<tr>
<th>Major Concept #4</th>
<th>Social and Political Interactions</th>
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</thead>
<tbody>
<tr>
<td><strong>Topics</strong></td>
<td>Political parties, religious influence on political change, federalism, sectionalism, foreign policy, Manifest Destiny, spread of American ideas and culture around the world, westward movement, American culture, art &amp; music, globalization, distribution of wealth, roles of gender, diversity, social class, impact of religion on social change</td>
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| Process Skills | 1. Students will understand that it is important to differentiate and make relevant connections to the past, present and future and to changes over time.
2. Students will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize biases.
3. Students will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.
6. Students will understand that it is important to calculate effects of decisions and decision-making. |

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<tr>
<th>Major Concept #5</th>
<th><strong>U. S. HISTORY</strong></th>
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<tbody>
<tr>
<td>World Views and Value Systems</td>
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</tr>
<tr>
<td><strong>Topics</strong></td>
<td>Manifest Destiny, American thought and philosophy, American culture, art &amp; music, spread of American ideas and culture around the world, diversity, religious influence on political change, impact of religion on social change, globalization, foreign policy</td>
</tr>
</tbody>
</table>
| **Competencies** | 5. Students will understand that as various cultures interact or collide on the American continent, each culture is impacted.
6. Students will understand that social, political and economic interactions have involved Americans on an increasingly global scale. |
9. Students will understand that American identity has been influenced by changing patterns of class, ethnicity, race and gender.

10. Students will understand that Americans express their values and beliefs in art, literature, music and philosophy.

<table>
<thead>
<tr>
<th>Knowledge/Content</th>
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<tbody>
<tr>
<td>1. Analyze how religion has influenced the political life of the nation. (SS:HI:12:1.2)</td>
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<tr>
<td>2. Evaluate how individuals have developed ideas that have profoundly affected American life. (SS:HI:12:3:1)</td>
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<tr>
<td>3. Analyze how the arts and science often reflect and/or influence major ideas, values and conflicts of particular time periods. (SS:HI:12:3:2)</td>
</tr>
<tr>
<td>4. Critique how the art, music and literature of our nation have been influenced by groups. (SS:HI:12:3:3)</td>
</tr>
<tr>
<td>5. Analyze the spread of American ideas and culture around the world using examples. (SS:HI:12:3:4)</td>
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<tr>
<td>6. Decide to what extent democratic ideals, economic motives and empire building have influenced U.S. foreign policy in events and policies. (SS:HI:12:2:3)</td>
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<tr>
<td>7. Examine how economic interactions have occurred on an increasingly global scale. (SS:HI:12:4.4)</td>
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<td>8. Explain how the economy over time has shaped the distribution of wealth. (SS:HI:12:4.5)</td>
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<td>9. Examine the impact of social class on life in the United States. (SS:HI:12:5.4)</td>
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<td>10. Analyze how religious ideas of morality have impacted social change. (SS:HI:12:5.5)</td>
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<tr>
<td>11. Identify the structures and functions of government at various levels. (SS:CV:12:1.1)</td>
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<td>12. Examine how institutions and individuals make, apply, and enforce rules and laws. (SS:CV:12:1.2)</td>
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<td>13. Evaluate how the purposes of government have been. (SS:CV:12:1.3)</td>
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<td>14. Explain how in the United States legitimate authority derives from custom, law and consent of the governed. (SS:CV:12:1.4)</td>
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</table>
| Knowledge/Content                                                                 | 15. Describe the roles and responsibilities of the United States and New Hampshire judicial systems. (SS:CV:12:2.3)  
16. Evaluate how individual rights have been extended in the United States. (SS:CV:12:2.4)  
17. Discuss the impact on world affairs and the United States’ response to environmental, economic, and technological issues. (SS:CV:12:3.1)  
18. Use graphic tools to depict geographic issues. (SS:GE:12:1.1)  
19. Demonstrate how mental maps reflect the human perception of places. (SS:GE:12:1.2)  
20. Demonstrate how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces on Earth at different scales. (SS:GE:12:4.5)  
21. Identify economic activities in more developed or less developed countries and their evolution. (SS:GE:12:4.6)  
22. Evaluate the strengths and weaknesses of international and regional political organizations. (SS:WH:12:1.2)  
23. Examine the development and impact of medical innovations. (SS:WH:12:4.4)  
24. Examine the role and impact of religious ideas on daily life and social norms. (SS:WH:12:5.2) |
| Process Skills                                                                   | 1. Students will understand that it is important to differentiate and make relevant connections to the past, present and future and to changes over time.  
2. Students will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias.  
3. Students will understand that it is important to evaluate and critique varied sources of information and use appropriate primary and secondary sources and to use technology to acquire information.  
5. Students will understand that it is important to express clear and concise personal opinion supported by evidence. |