



**KENOSHA UNIFIED SCHOOL DISTRICT NO. 1**  
**TEACHING AND LEARNING SERVICES**  
**HIGH SCHOOL COURSE SYLLABUS**  
**U.S. HISTORY (220111 & 220112)**

**Number of Credits: 1**

**Prerequisites**

None

**Course Description**

Students will survey the development of U.S. History as a country from post Civil War through the present time. Highlights of the course are the struggles for equality (African Americans, American Indians, women), immigration, rise of industry and labor unions, Progressivism, the Great Depression, U.S. foreign wars and foreign policy, and the America's present global and domestic advancements and challenges. This course contains panel discussions and seminars along with simulations. There is an outside reading requirement and the writing skills of the students will be developed.

**Relevance**

U.S. History is a core academic course for graduation and students with an interest in U.S. History can continue their study of U.S. History by electing to take AP U.S. History. Students taking A.P. U.S. History have the potential to earn both high school credit and college/technical college credit. Through the study of U.S. History, a student will gain a solid understanding of our historical roots that will lay the foundations of putting our current structures, processes and events in perspective. A student's sense of relatedness to the past will answer how the world has changed, why events are occurring today, and what may occur in the future. Students continue to develop their communication skills and critical thinking skills that will provide leverage and value in other academic disciplines and provide enduring skills for life beyond high school.

**Course Standards**

Standard A: Geography

Standard B: History

Standard C: Political Science and Citizenship

Standard D: Economics

Standard E: Behavioral Science

Standard F: Social Studies Processes

Most essential benchmarks may be viewed at: [www.kusd.edu](http://www.kusd.edu).

**Lifelong Learning Standards**

- Knowledgeable person
- Effective communicator
- Quality producer
- Complex thinker
- Self-directed learner
- Contributing citizen

Lifelong learning benchmarks may be viewed at: [www.kusd.edu](http://www.kusd.edu).

**Course Outline**

Unit I.

Early Struggles for Equity

Western Expansion and the American Indians

Unit II.

Growth of Industry and Labor Unions

Guided Age

- Urbanization and Immigration.

Progressivism

- Movement's social, economic, and political influence on the U.S.

Unit III.

Imperialism

- America as a world power

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WWI

- Cause, Outcomes, and Lasting Effects

- Unit IV.
  - Roaring Twenties
    - Social and Political Changes during the decade
  - Great Depression & New Deal
    - Economic struggles and Government's response.
- Unit V.
  - Foreign Policy and WWII
    - Causes and Consequences and lasting impact of WWII.
- Unit VI.
  - Early Cold War
    - Foreign Policy and Politics at home
- Unit VII.
  - Struggle for Equality Continues: Second Civil Rights Movement
    - Challenges of the movement, political outcomes and changes
- Unit VIII.
  - Late Cold War
    - Causes, and lasting effects of the Vietnam War
    - Foreign relations with the Soviet Union and China
    - Fall of the Soviet Union
- Unit XIX
  - American Global & Domestic Advancement & Challenges 1990's to Present

### **Board-Approved Instructional Materials**

Robert, Randy United States History: Reconstruction to the Present. Prentice Hall, 2010

### **Parents as Partners**

Provide access to weekly newsmagazines such as Time, Newsweek, U.S. News and World Report and discuss topics of national interests. Go to [www.kusd.edu](http://www.kusd.edu) High School Online Subscriptions for periodical readings, research, and other educational opportunities. All parents are encouraged to communicate with the teacher regarding their child's progress.

### **Methods of Assessment**

Final exams should be cumulative in nature, emphasizing the most essential benchmarks for the course. Results of the final exam represent 20 percent of the final grade, but this single measure *may not* drop a student's grade by more than one letter grade. In courses that rely heavily on a major project, performance exhibition, etc., the project should be divided into stages or components and each of those should be graded separately, providing students with frequent and specific feedback.

### **Board-Approved Grading Scale**

Excerpts taken from School Board Rule 6452

#### GRADING SCALE

A+=98-100 percent	B+=86-89 percent	C+=76-79 percent	D+=66-69 percent
A=93-97 percent	B=83-85 percent	C=73-75 percent	D=63-65 percent
A-=90-92 percent	B-=80-82 percent	C-=70-72 percent	D-=60-62 percent
			F=0-59 percent

#### MAKE-UP WORK

Students submitting work up to ten school days late without prior approval may receive up to two grades lower on the work than they would have received if the work had been submitted on time (i.e., B+ lowered to A D+). Student work submitted after ten school days without prior approval shall not be accepted for credit and shall be recorded with a score of zero.

Upon returning to school after an absence, a student has the responsibility within the number of days equal to the length of the absence or suspension to meet with the teacher to develop a plan for making up missed work, quizzes, and examinations. A truant student has the responsibility on the first day he or she returns to the course/class to meet with the teacher to develop a plan for making up missed work, quizzes, and examinations. Lower grades may not be given for late work due to excused absences, suspension, or truancy unless the work is submitted later than agreed upon deadlines.

**See Rule 6452 in its entirety at: [www.kusd.edu](http://www.kusd.edu).**

