

***Saddlebrook Preparatory School***  
***American History***

**Saddlebrook Course Number: 5**

**Subject Area: *Social Studies***

**Florida DOE Course Number: 2100310**

**Course Title: American History**

**Credit: 1.0**

**Will meet graduation requirement for American History:**

**A. Major Concepts/Content.**

The purpose of this course is to enable students to understand the development of the United States within the context of history with a major focus on the post-Reconstruction period. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings.

The content should include, but not be limited to, the following:

- Review of U.S. History prior to 1880.
- Time-space relationships.
- Significant events and trends in the development of United States culture and institutions.
- Impact of expansion on the United States.
- Origin of United States documents, ideals, and characteristics.
- The changing role of the U.S. Constitution.
- Political, social, and economic conflicts and resolutions.
- Technological and urban transformation of the United States.
- Changes in lifestyles of United States citizens.
- Changes in United States foreign policy from regional to global.
- Cyclical characteristics of United States economic development.
- Contemporary domestic and foreign issues that affect the United States.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

**B. Special Note.** Students earning credit in American History may not earn credit in American History Honors (2100320).

**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

**D. Course Goals.** Successful performance in the course will enable the student to:

- Place historical events in context and will consider their meaning for the future.
- Understand how meet the challenges of the future.
- Learn how to apply critical thinking skills, writing and debating about domestic and international issues.

**After successfully completing this course, the student will:**

**1. Demonstrate understanding of the early historical development of the United States.**

- understands the economic, social, and political interaction between Native American tribes and European settlers during the Age of Discovery.
- understands how religious, social, political, and economic developments shaped the settlement patterns of the North American colonies.
- understands the significant military and political events that took place during the American Revolution.
- understands the political events that defined the Constitutional period.
- understands the significant political events that took place during the early national period.
- understands the military and economic events of the Civil War and Reconstruction.

**2. Demonstrate understanding of the impact of significant people, ideas, and events on the development of values, traditions, and social, economic, and political institutions in the United States.**

- knows the causes of the Industrial Revolution and its economic, political, and cultural effects on American society.
- understands significant events leading up to the United States involvement in World War I and the political, social, and economic results of that conflict in Europe and the United States.
- understands social transformations that took place in the 1920s and 1930s, the principal political and economic factors that led to the Great Depression, and the legacy of the Depression in American society.

**SS.A.5.4.5** knows the origins and effects of the involvement of the United States in World War II.

- understands the political events that shaped the development of United States foreign policy since World War II and know the characteristics of that policy.
- understands the development of federal civil rights and voting rights since the 1950s and the social and political implications of these events.
- knows significant political events and issues that have shaped domestic policy decisions in contemporary America.
- understands how government taxes, policies, and programs affect individuals, groups, businesses, and regions.

**3. Demonstrate understanding of the significance of physical and cultural geography on the development of the United States society.**

- use mental maps of physical and human features of the world to answer complex geographic questions.
- understands how cultural and technological characteristics can link or divide regions.
- understands how various factors affect people's mental maps.
- understands how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions.
- understands past and present trends in human migration and cultural interaction and their impact on physical and human systems.

- understands how the allocation of control of the Earth's surface affects interactions between people in different regions.
- know how humans overcome "limits to growth" imposed by physical systems.
- understands the relationships between resources and the exploration, colonization, and settlement of different regions of the world.
- understands the concept of sustainable development.

**4. Demonstrate understanding of current and historic events in relation to the experiences, contributions, and perspectives of diverse cultural and ethnic groups, including slavery, the passage of slaves to America, abolition, and the contributions of African-Americans to society.**

- identifies and understands themes in history that cross scientific, economic, and cultural boundaries.
- understands the social and cultural impact of immigrant groups and individuals on American society after 1880.
- understand the role of special interest groups, political parties, the media, public opinion, and majority/minority conflicts on the development of public policy and the political process.
- understands issues of personal concern: the rights and responsibilities of the individual under the U.S. Constitution; the importance of civil liberties; the role of conflict resolution and compromise; and issues involving ethical behavior in politics.

**5. Demonstrate understanding of the processes used to create and interpret history.**

- understands how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history.
- evaluates conflicting sources and materials in the interpretation of a historical event or episode.
- use chronology, sequencing, and patterns, to examine interpretations of an event.

- 6. Demonstrate understanding of the interactions among science, technology, and society within the context of the historical development of the United States.**
- identifies and understands themes in history that cross scientific, economic, and cultural boundaries.
  - understands the global impacts of human changes in the physical environment.
- 7. Apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.**
- uses a variety of maps, geographic technologies including geographic information systems (GIS) and satellite-produced imagery, and other advanced graphic representations to depict geographic problems.
  - understands the advantages and disadvantages of using maps from different sources and different points of view.
  - (**Note:** In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

**E. ESOL Modifications.**

- Small group and one on one ESOL instruction and content support from ESOL teacher.
- Extended time on assignments and assessments.
- Use of bilingual dictionary or glossary where appropriate (i.e.: not on a definitions test).
- Content read and reworded, adapted to the student's proficiency level.
- Questions read and reworded.
- Separate testing location.
- Proficiency level taken into account on assessment of grammar and mechanics on written assignments; however progress is expected over the course of the year.