

An Introduction to United States History Cecil County Public Schools

While studying United States History, students will investigate the impact of the patterns, functions, interactions and perspectives on our history from the end of the Reconstruction Era to the present.

Utilizing **Maryland State Curriculum Standards**, United States History students will focus on developing understandings of four macro-concepts throughout the course; Patterns, Functions, Interactions and Perspectives. These four macro-concepts are integrated with the standards. The concepts are the catalyst for teaching the standards in depth and the micro concepts will provide the depth of learning in each unit. United States History students will build upon their understandings of the standards and will be able to transfer the standards across all disciplines.

United States History teachers will have access to a Course Organizer providing an overview for instruction for the course. Each unit also includes a Unit Organizer which illustrates a macro-concept that serves as a lens through which the content will be explored. United States History teachers will also have access to a unit planner for each unit. Each unit organizer reflects Maryland State Curriculum Standards. The units are intended to be taught chronologically and conceptually as indicated below:

Unit 1: The Emergence of Modern America (Patterns:1877-1919) is about examining the patterns of rebuilding the nation after the Civil War and the emergence of the US on the world stage.

Students should understand the patterns of *discrimination* in relation to the following: They should understand how patterns of discrimination affected the issue of equality and justice in our nation. They should also understand how this discrimination was experienced by natives and immigrants alike. They should understand that discrimination led to social, political and economic inequalities. Lastly, they should understand how this discrimination pervaded our attempts at becoming an imperial power.

Students should understand the patterns of *expansion* in relation to the following: They should understand how patterns of expansion led to the nation growing under the premise of Manifest Destiny and how this destiny led us to expand into foreign territories and become an empire. They should also understand how the U.S. established a pattern for dealing with foreign nations in its attempt to spread our economic, social and political influence.

Students should understand the patterns of *innovation* in relation to the following: They should understand how patterns of innovation led our nation to develop new economic, political and social policies. They should understand how these changes led to technological innovations and social innovations that pervaded everyday life. On a global scale, they should also understand how further technological and political innovations led the U.S. to a world power.

Students should understand the patterns of *conflict* in relation to the following: They should understand how domestic conflicts challenged our nation as the U.S. dealt with racism and political competition. They should also understand how these conflicts shaped the role of the government at home and abroad.

Unit 2: The US in a time of conflict and change (Functions: 1920-1945) is about developing new ideas and applying the ideas to improve the human condition examining the changing functions of the US in domestic and foreign affairs.

Students should understand the functions of *conflict* in relation to the following:
They should understand how conflict served the function of shaping our social morals and political doctrine. They should also be able to define how conflict brought our nation to question the purpose of government.

Students should understand the function of *government* in relation to the following:
They should understand how the government's function evolved to meet the demands of domestic and foreign affairs. They should also understand how the government addressed the needs of various groups in society.

Students should understand the function of *change* in relation to the following:
They should understand how society evolved through debates over values. They should also be able to describe how economic, political and social changes shaped our nation.

Unit 3: Challenges of the Post War World (Interactions: 1946-1974) is about examining the interactions of the peoples and government of the United States in domestic and foreign policy. Students will investigate and analyze the challenges of the Cold War, the impacts of the post-war boom, the successes and failures of the New Frontier & the Great Society, the struggles of the Civil Rights Movement, and the importance of the Vietnam War.

Unit 4: Democracy Challenged (Perspectives: 1975-present) is about exploring the perspectives on the US's role in the world and its issues at home. Students will examine and evaluate political issues, Middle East relations, economic issues, social issues and America at the turn of the century.