

Wyoming Department of Education Required Virtual Education Course Syllabus

Sheridan County School District # 1

Program Name	Sheridan County School District #1 Virtual School	Content Area	SS
Course ID	AC04102	Grade Level	9 - 12
Course Name	US History I	# of Credits	0.5
SCED Code	04102	Curriculum Type	Acellus

COURSE DESCRIPTION

Acellus U.S. History I covers the development of the United States from the early settlement of the continent through the assassination of Abraham Lincoln and the end of the Civil War. Acellus U.S. History I is the first in a two-part series that provides high school students with a good foundation in the history of this country. Course topics include: Peopling the Americas -- Three Worlds Meet, The American Colonies Emerge, Life in the American Colonies, The War for Independence, A New Nation, Launching the New Nation Nationalism and Sectionalism, Reforming American Society, Expanding West, The Union in Peril, The Civil War. Acellus U.S. History I is A-G Approved through the University of California.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
SS12.1.1	Analyze unique freedoms, rights, and responsibilities of living in a democratic society and explain their interrelationships.
SS12.1.3	Analyze the historical development of the United States Constitution and treaties and how it has shaped the United States and Wyoming Government (tribal, local, state, federal).
SS12.1.5	Demonstrate an understanding of the structures of both the United States and Wyoming Constitutions.
SS12.1.6	Compare and contrast various world political systems (e.g., ideologies, structure, and institutions) with that of the United States.
SS12.2.1	Analyze and evaluate the ways various groups (e.g., social, political, and cultural) meet human needs and concerns (e.g., individual needs and common good) and contribute to identity (e.g., group, national, and global), situations, and events.
SS12.2.2	Analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, and behavior) and illustrate integrated views of a specific culture.
SS12.2.4	Analyze and critique the conflicts resulting from cultural assimilation and cultural preservation in Wyoming, the United States, and the World (e.g., racial, ethnic, social, and institutional).
SS12.3.1	Analyze the impact of supply, demand, scarcity, prices, incentives, competition, and profits on what is produced, distributed, and consumed.
SS12.4.1	Describe patterns of change (cause and effect) and evaluate how past events impacted future events and the modern world.
SS12.4.2	Analyze the development and impact of tools and technology and how it shaped history and influenced the modern world.
SS12.4.3	Given a significant current event, critique the actions of the people or groups involved; hypothesize how this event would have played out in another country.
SS12.4.4	Describe the historical interactions between and among individuals, groups, and/or institutions (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace) and their impact on significant historical events.
SS12.4.5	Using primary and secondary sources, apply historical research methods to interpret and evaluate important historical events from multiple perspectives.

SS12.5.1	Use geographic tools and reference materials to interpret, analyze, evaluate, and synthesize historical and geographic data to demonstrate an understanding of global patterns and interconnectedness.
SS12.5.3	Analyze, interpret, and evaluate how conflict, demographics, movement, trade, transportation, communication, and technology affect humans' sense of place.
SS12.5.4	Analyze how environmental changes and modifications positively and negatively affect communities and the world both economically and socially.
SS12.6.1	Analyze, evaluate, and/or synthesize multiple sources of information in diverse formats and media in order to address a question or solve a problem.
SS12.6.2	Assess the extent to which the reasoning and evidence in a text supports the author's claims.
SS12.6.3	Use digital tools to research, design, and present social studies concepts (e.g., understand how individual responsibility applies in usage of digital media).
SS12.6.4	Evaluate and integrate accurate, sufficient, and relevant information from primary and secondary sources to support writing.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Unit 1 – Three Worlds Meet	SS12.2.1, SS12.2.2, SS12.2.4, SS12.4.1, SS12.4.4, SS12.5.1, SS12.5.4, SS12.6.1, SS12.6.3, SS12.6.4	In this unit students learn about the peopling of the Americas, early complex societies, Native American societies, and cultural patterns. They also learn about how West Africa became connected with the rest of the world, West African culture, the European social order, Christianity, changes in Europe, Europe's expansion, Columbus' voyage across the Atlantic, the impact of Europeans on Native Americans, and the birth of a new society.
Unit 2 – The American Colonies Emerge	SS12.1.3, SS12.2.1, SS12.2.2, SS12.2.4, SS12.4.1, SS12.4.4, SS12.4.5, SS12.5.1, SS12.5.3, SS12.6.1, SS12.6.3, SS12.6.4	In this unit students learn about how the Spanish claimed an empire, the Conquistadors, the resistance to Spain, and the struggle of the English. They also learn about clashes between settlers and Natives, how the Puritans created "New England," Puritan dissent, Native American resistance, how the Dutch created New Netherland, and how the Quakers created Pennsylvania.
Unit 3 – The Colonies	SS12.1.3, SS12.2.1, SS12.2.2, SS12.2.4, SS12.4.1, SS12.4.3, SS12.4.4, SS12.4.5, SS12.5.1, SS12.5.3, SS12.5.4, SS12.6.1, SS12.6.3, SS12.6.4	In this unit students learn about the relationship between England and its Colonies in the the New World, the tensions that began to emerge, and the things England did to "loosen the reins." They also learn about the plantation economy in the South, the slave trade, how Africans coped in the New World, how commerce grew and what society was like in the North. In addition, they learn about new ideas that began to emerge, rivalry between England and France for the Empire of the New World, and the French and Indian War.

Unit 4 – The War for Independence	SS12.1.1, SS12.1.3, SS12.1.6, SS12.2.1, SS12.2.4, SS12.4.1, SS12.4.3, SS12.4.4, SS12.4.5, SS12.5.3, SS12.5.4, SS12.6.1, SS12.6.2, SS12.6.3, SS12.6.4	In this unit students learn about how the Colonies organized themselves, the tensions that mounted between the Colonies and England, the beginning of the fighting in Lexington and Concord, and the Patriots’ Declaration of Independence. They also learn about how Americans were forced to take sides and why they chose as they did, the war in the middle states, Colonial life during the war, the Patriots’ European allies, Britain’s move to the South, and the surrender of the British.
Unit 5 – A New Nation	SS12.1.1, SS12.1.3, SS12.1.6, SS12.2.1, SS12.2.2, SS12.4.1, SS12.4.4, SS12.4.5, SS12.6.1, SS12.6.2, SS12.6.3, SS12.6.4	In this unit students learn about the Republicanism Debate, the Continental Congress, the Nationalists, and the compromises that were made. They also learn about how the new government was created, the federalists versus the antifederalists, and the Bill of Rights.
Unit 6 – Launching the New Nation	SS12.1.6, SS12.2.1, SS12.2.4, SS12.4.1, SS12.4.3, SS12.4.5, SS12.6.1, SS12.6.3, SS12.6.4	In this unit students learn about how the new government took shape, Hamilton versus Jefferson, the first political parties, the United States’ response to European issues, Native American resistance, President John Adams, the Jefferson Era, how the U.S. began to expand Westward, and the War of 1812.
Unit 7 – Nationalism and Sectionalism	SS12.2.1, SS12.2.4, SS12.4.1, SS12.4.4, SS12.5.1, SS12.6.1, SS12.6.3, SS12.6.4	In this unit students learn about the industrial revolution, two economic systems, Clay’s “American System,” nationalism and foreign policy, and how nationalism pushed America West. They also learn about Andrew Jackson, the removal of Native Americans, States’ rights, and the Bank of the United States.
Unit 8 – Reforming American Society	SS12.2.1, SS12.2.2, SS12.2.4, SS12.4.1, SS12.4.2, SS12.4.4, SS12.6.1, SS12.6.3, SS12.6.4	In this unit students learn about the second Great Awakening, Utopia, how schools were reformed, abolitionists, life in slavery, and how slave owners defended slavery. They also learn about how women began to push for reform, the Women’s Rights Movement, factory work, and working conditions.
Unit 9 – Expanding West	SS12.2.1, SS12.2.2, SS12.2.4, SS12.3.1, SS12.4.1, SS12.4.2, SS12.4.4, SS12.5.1, SS12.5.3, SS12.6.1, SS12.6.3, SS12.6.4	In this unit students learn about the expansion of the U.S. Market, economic revolution, new markets, the frontier, and frontier trails. They also learn about settlers in Texas, Texan independence, Polk’s urge toward war, war with Mexico, American land gains, and California Gold.
Unit 10 – The Union in Peril	SS12.2.1, SS12.4.1, SS12.4.4, SS12.6.1, SS12.6.3, SS12.6.4	In this unit students learn about the conflict of the North versus the South, slavery in the Territories, compromise, the Underground Railroad, and Kansas and Nebraska. They also learn about how new parties emerged, Lincoln versus Douglas, John Brown, Lincoln’s election, and the secession of the South.

Unit 11 – The Civil War	SS12.2.1, SS12.4.1, SS12.4.2, SS12.4.3, SS12.4.4, SS12.5.1, SS12.6.1, SS12.6.3, SS12.6.4	In this unit students learn about Fort Sumter, why the North thought this would be a short war, the weapons that were used, Richmond versus Washington, D.C., and the Emancipation Proclamation. They also learn about political problems, African Americans in the fight, economies, life as a soldier, Gettysburg, Vicksburg, Sherman, Appomattox, new freedom, and the assassination of Abraham Lincoln.
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