



CHELMSFORD HIGH SCHOOL

U.S. History I 2023-2024

COURSE DESCRIPTION

In United States History I, Students examine the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras. Students review the basic framework of our Democratic Republic in order to develop a deeper understanding and appreciation of civics and civic responsibilities. Additionally, students will investigate the cause and consequences of persistent social, economic and political changes that happened between the establishment of the Early Republic through World War I. Students will utilize a variety of resources including, primary sources and secondary sources, images, videos, maps, and data to critically consider events of the past. Students will develop the skills to respond to enduring questions and challenges in the “American Experiment”. This course requires analytical reading and writing. Additional writing and a summer reading assignment are required in the Honors level course.

Prerequisite(s): Modern World History

REQUIRED TEXTS

CP: Lapsansky-Werner, E., Levy, P. , Roberts, R. & Taylor, A. 2016. **United States History**. Boston, Massachusetts: Pearson.
ISBN 978-0-13-330695-8

COURSE GOALS:

By the end of the course, students will be able to...

1. Expand civic knowledge, skills and dispositions
2. Conduct Inquiries
3. Organize information from a variety of sources
4. Analyze purpose/point of view; distinguish opinion from fact
5. Evaluate sources
6. Explain conclusions with valid reasoning and evidence
7. Determine next steps and take informed action

Students will be expected to think and communicate effectively. Throughout this course, students should: read information critically to develop understanding of concepts, topics and issues, write clearly, factually, persuasively and creatively, speak clearly, factually, persuasively and creatively using a variety of technology/media to obtain, organize and communicate information and solve problems, and conduct research to interpret issues or solve complex problems using a variety of data and information sources.

STUDENT LEARNING OUTCOMES:

1. Explain the centralization and decentralization of economic and political influences.
2. Identify and compare the movements and interactions of people, technology, ideas and culture in a national and transnational context.
3. Use critical thinking to evaluate historical sources and scholarship.
4. Analyze the changing relationship of the United States with the rest of the world.
5. Explain how evidence is analyzed and used to construct historical knowledge.

COURSE STANDARDS

Topic 1. Origins of the Revolution and the Constitution

Topic 2. Democratization and expansion

Topic 3. Economic growth in the North, South, and West

Topic 4. Social, political, and religious change

Topic 5. The Civil War and Reconstruction: causes and consequences

Topic 6. Rebuilding the United States: industry and immigration

Topic 7. Progressivism and World War I

[DESE HISTORY AND SOCIAL SCIENCES STANDARDS LINK](#)

PERSONS WITH DISABILITIES

Chelmsford High School is committed to supporting the success and well-being of all students, regardless of varying abilities and levels of adaptive skills. The Special Education office provides services and resources to empower each student to attain their highest level of academic success and learning independence.

ACADEMIC INTEGRITY

At Chelmsford High School, students are expected to maintain high moral and ethical standards, as exemplified by the final sentence of our mission statement: *“A spirit of respect is fostered, as members take responsibility for their actions and acknowledge the rights and differences of others.”* (CHS Mission Statement)

Students should respect themselves, other students, staff members and the school. The acts of cheating and plagiarism violate expectations that students will exhibit respectful, ethical behavior.

[The Academic Honor Code](#) exists to address the issues of cheating and plagiarism.

GRADING POLICIES

Please connect with individual teachers for specific information regarding grading. Students will be able to monitor academic progress biweekly through X2/ASPEN.

Students are strongly encouraged to take advantage of the academic support programs and services (such as PRIDE Block, after-school help, etc.) available to them to help ensure and support success. Information about these services can be found by accessing Clever and speaking with your classroom teacher.

COURSE SKILLS

The following skills are addressed in this course:

1. Developing questions that guide inquiry and research
2. Analysis of effective argument and critical thinking from the historic record
3. Expressing oneself clearly and effectively through writing and speaking
4. Critical analysis of documents, maps, graphs, and other graphic data

COURSE OUTLINE

1. The American Revolution
 - a. Economic, intellectual, and cultural forces that contributed to the American Revolution
 - b. Causes and effect of the French & Indian War
 - c. Britain’s policies in the North American colonies
 - d. Patriots’ responses to increased British taxation

- e. Main argument of the Declaration of Independence
- f. Key battles of the Revolution
- g. Effects of the American Revolution
- 2. Establishing the New Nation
 - a. Reasons for the adoption of the Articles of Confederation in 1781
 - b. Constitutional Convention, compromises and the roles of specific individuals
 - c. Ratification of the Constitution
- 3. The Early Republic
 - a. Origins of the Federalist and Democratic-Republican parties
 - b. Presidencies of George Washington, John Adams, Thomas Jefferson and James Madison
 - c. Domestic and Foreign Affairs
 - d. Technological, Transportation and Industrial Revolutions
 - e. 19th Century Inventions and Innovations
 - f. Differences between the North and the South
 - g. European Immigration and the impact on American society
 - h. The Influence of Nationalism on Domestic Affairs
 - i. Presidency of Andrew Jackson, including the spoils system, the National Bank veto, and the policy of Indian removal, and the Nullification Crisis.
- 4. Reshaping America in the Early 1800s
 - a. Westward Expansion
 - b. Causes and Effects of the Texas Fight for Independence
 - c. Causes and Effects of the Mexican War
 - d. Effects of the California Gold Rush
 - e. Manifest Destiny and the impact on the relationship between North and South over slavery.
 - f. Important religious and social trends that shaped America in the 18th and 19th centuries
 - g. 19th century reform movements including the Abolitionist Movement, Women's Rights Movement, Education Reform Movement, etc.
- 5. Sectional Divisions and Civil War
 - a. Describe how the expansion of the United States to the Midwest contributed to the growing importance of sectional politics in the early 19th century and significantly influenced the balance of power in the federal government.
 - b. Analyze critical policies and events leading to the Civil War and connections among them
 - c. Analyze Abraham Lincoln's presidency
 - d. Analyze the roles and policies of Civil War leaders Jefferson Davis, Robert E. Lee, and Ulysses S. Grant.
 - e. Evaluate the short- and long-term impact of important Civil War battles.
- 6. Reconstruction
 - a. Analyze the consequences of the Civil War and Reconstruction on both the North and the South.
 - b. Examine the role of the Freedmen's Bureau and organizations such as the American League of Colored Laborers, the National Negro Labor Council, the Colored Farmers' National Alliance and Cooperative Union on helping newly freed African Americans.
 - c. Review the accomplishments and failures of Radical Reconstruction; the presidential election of 1876; and the end of Reconstruction).
 - d. Analyze the long-term consequences of one aspect of the Jim Crow era (1870s–1960s) on the lives of African Americans and the nation.
 - e. Evaluate the impact of educational and literary responses to emancipation and Reconstruction.
- 7. Industry and Immigration
 - a. Explain the various causes of the Industrial Revolution
 - b. Make connections among the important consequences of the Industrial Revolution
 - c. Evaluate the effects of the entry of women into the workforce after the Civil War

- d. Describe the causes of the immigration of different immigrant groups in the late 19th and early 20th centuries, and the major roles of these immigrants in industrialization and the building of railroads.
8. Challenges in the Late 1800s
- a. Analyze the consequences of the continuing westward expansion of the American people after the Civil War
 - b. Evaluate the impact of the 14th Amendment on African Americans, Native Peoples and Asian and European immigrant men and women.
9. America Comes of Age
- a. Explain what Progressivism meant in the early 20th century.
 - b. Research and analyze different Progressive Era government policies.
 - c. Analyze the campaign for, and the opposition to, women's suffrage in the late 19th and early 20th centuries
 - d. Analyze the strategies of African Americans to achieve basic civil rights in the early 20th century,
 - e. Analyze the causes and course of the growing role of the United States in world affairs from the Civil War to World War I.
 - f. Explain the rationale and events leading to the entry of the U.S. into World War I.
 - g. Analyze the role played by the U.S. in support of the Allies and in the conduct of the war.
 - h. Explain the course and significance of Woodrow Wilson's wartime diplomacy, including his Fourteen Points, the League of Nations, and the failure of the Versailles Treaty.

This syllabus and course outline are subject to change as Chelmsford High School seeks to continually improve the learning experiences for all students.

"We foster PRIDE* in our pursuit of excellence."

PRIDE refers to our five core values – Perseverance, Respect, Integrity, Dedication, and Empathy. These five pillars represent our points of emphasis in supporting the development of quality students and quality citizens.