

**Bud Carlson Academy  
United States History/NH History**

This course is designed to identify and examine major events and themes of United States history from the Colonial period to the Modern Age. Students will develop an appreciation for domestic issues as they arose through time, and have an understanding of how America's circumstances in the global community have changed. As part of this course, students will also study the major issues and significant events of New Hampshire history.

- American Identity
- Political foundations and Developments
- Economic Systems and Technology
- Social and Political Interactions
- World Views and Value Systems

**U.S. HISTORY COURSE CONTENT COMPETENCIES**

1. Students will understand that conflict and cooperation together shape the development of the United States.
2. Students will understand that there is a relationship between civic ideals and practices.
3. Students will understand that in the history of the United States the people and the environment impact each other.
4. Students will understand that decisions by individuals have driven forms of production, distribution and consumption of goods and services over time.
5. Students will understand that as various cultures interact or collide on the American continent, each culture is impacted.
6. Students will understand that social, political and economic interactions have involved Americans on an increasingly global scale.
7. Students will understand that technological advancements have both positive and negative impacts on the development of American society.
8. Students will understand that Americans have experienced an ongoing tension between freedom and security, liberty and equality, and individualism and the common good.
9. Students will understand that American identity has been influenced by changing patterns of class, ethnicity, race and gender.
10. Students will understand that Americans express their feelings and ideas in art, literature, music and philosophy.

**SOCIAL STUDIES COURSE PROCESS COMPETENCIES**

1. Students will understand that it is important to differentiate and make relevant connections to the past, present and future and to changes over time.
2. Students will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize biases.
3. Students will understand that it is important to evaluate and analyze varied sources of information, to use appropriate primary and secondary sources, and to use technology to acquire information.
4. Students will understand that it is important to create and test generalizations and theses.
5. Students will understand that it is important to express personal opinion clearly and concisely, supported by evidence.
6. Students will understand that it is important to calculate effects of decisions and decision-making.
7. Students will understand that it is important to solve individual and group problems.

**Topics**

- Political parties
- Religious influence on political change
- Federalism
- Sectionalism
- Foreign Policy
- Manifest Destiny
- Regional and International Organizations
- American thought and philosophy
- Spread of American ideas and culture around the world
- Westward movement
- American culture, art & music
- Economic production
- Development of technology
- Globalization
- Distribution of wealth
- Unity and pluralism
- Roles of gender
- Diversity
- Social class
- Impact of religion on social change

Competencies One SSHI 1

<p><b>Competencies</b></p>	<p>SS:HI:5: Social/Cultural</p> <p>Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.</p>
<p><b>Knowledge/Skills</b></p>	<p>SS:HI:12:5.1: Explore the tensions between the values of unity and pluralism in defining our national identity, e.g., the Puritans v Anne Hutchinson or the counter-culture vs. the silent majority. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:12:5.2: Evaluate the changing roles of gender in society, e.g., the ideal of “Republican Motherhood” or Title IX. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:12:5.3: Explore attitudes toward diversity held by and groups and individuals, e.g., antebellum Southerners or Eleanor Roosevelt. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:12:5.4: Examine the impact of social class on life in the United States, e.g., democracy in the Age of Jackson or public education. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:12:5.5: Analyze how religious ideas of morality have impacted social change, e.g., the Abolitionist Movement or the debate over legalized abortion. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p>

Competencies Two SSHI 2

<p><b>Competencies</b></p>	<p>SS:HI:2: Contacts, Exchanges &amp; International Relations</p> <p>Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.</p>
<p><b>Knowledge/Skills</b></p>	<p>SS:HI:12:2.1: Examine the role of New Hampshire in international diplomacy, e.g., the Webster-Ashburton Treaty or the Bretton Woods Economic Conference. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:12:2.2: Analyze how United States foreign policy has varied from periods of international involvement, to isolationism, to exerting power and dominance at different time periods, e.g., the Era of the French Revolution and Napoleonic Wars or the two World Wars. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:12:2.3: Decide to what extent democratic ideals, economic motives and empire building have influenced U.S. foreign policy in events and policies, e.g., Jefferson’s Embargo Act or the Spanish American War. (Themes: B: Civic Ideals, Practices, and Engagement, D: Material Wants and Needs, E: Cultural Development, Interaction, and Change)</p> <p>SS:HI:12:2.4: Determine the extent to which Manifest Destiny has been a driving force behind American ideology, e.g., Roger Williams and the founding of Rhode Island and the Providence Plantations or the Roosevelt Corollary to the Monroe Doctrine. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, E: Cultural Development, Interaction, and Change)</p> <p>SS:HI:12:2.5: Investigate United States involvement in and/or conflict with regional and international organizations, e.g., the League of Nations or the North Atlantic Treaty Organization (NATO). (Themes: A: Conflict and Cooperation, F: Global Transformation, I: Patterns of Social and Political Interaction)</p>

Competencies Three SSHI 3

<p><b>Competencies</b></p>	<p>SS:HI:3: World Views and Value systems and their Intellectual and Artistic Expressions</p> <p>Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.</p>
<p><b>Knowledge/Skills</b></p>	<p>SS:HI:12:3.1: Evaluate how individuals have developed ideas that have profoundly affected American life, e.g., transcendentalism or relativism. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority, J: Human Expression and Communication)</p> <p>SS:HI:12:3.2: Analyze how the arts and science often reflect and/or influence major ideas, values and conflicts of particular time periods, e.g., the impact of the Enlightenment on the founding of our nation or the Harlem Renaissance. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, A0: Human Expression and Communication)</p> <p>SS:HI:12:3.3: Critique how the art, music and literature of our nation have been influenced by groups, e.g., the Spanish colonists in the Southwest or the 60s counter culture movement. (Themes: E: Cultural Development, Interaction, and Change, A0: Human Expression and Communication)</p> <p>SS:HI:12:3.4: Analyze the spread of American ideas and culture around the world using examples, e.g., the Bill of Rights or popular music. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, F: Global Transformation)</p>

Competencies Three SSHI 4

<p><b>Competencies</b></p>	<p>SS:HI:4: Economic Systems &amp; Technology</p> <p>Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.</p>
<p><b>Knowledge/Skills</b></p>	<p>SS:HI:12:4.1: Analyze how westward movement led to increased personal opportunities and a more diverse economy as seen in events, e.g., the Northwest Ordinance or Alaskan statehood. (Themes: C: People, Places and Environment, D: Material Wants and Needs, H: Individualism, Equality and Authority)</p> <p>SS:HI:12:4.2: Evaluate the impact of major developments and changes in American economic productivity, e.g., the factory system or the emergence of a service-based economy. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)</p> <p>SS:HI:12:4.3: Explain how the development of technology has both simplified and complicated work, e.g., the development of interchangeable parts or the “paperless” office. (Themes: G: Science, Technology, and Society)</p> <p>SS:HI:12:4.4: Examine how economic interactions have occurred on an increasingly global scale, e.g., mercantilism or North American Free Trade Agreement (NAFTA). (Themes: A: Conflict and Cooperation, F: Global Transformation, I: Patterns of Social and Political Interaction)</p> <p>SS:HI:12:4.5: Explain how the economy over time has shaped the distribution of wealth, e.g., the development of the middle class or the recent outsourcing of United States’ jobs. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p>



<p><b>Process Skills</b></p>	<ol style="list-style-type: none"> <li>1. Students will understand that it is important to differentiate and make relevant connections among the past, present, future as well as to changes over time.</li> <li>2. Students will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize biases.</li> <li>3. Students will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.</li> <li>4. Students will understand that it is important to express personal opinion clearly and concisely, supported by evidence.</li> <li>5. Students will understand that it is important to calculate effects of decisions and decision making.</li> </ol>
<p><b>Performance Assessment</b></p>	<p>Student evidence will demonstrate mastery of concepts, broad themes, and individual proficiency standards. Student assessment is based on progress of individual mastery of set lesson objectives, research projects, and power point presentations and in depth student response journals and student portfolios.</p>