

US II Course Overview

Content Area: **English**
Course(s):
Time Period:
Length:
Status: **Published**

School Mission Statement

The mission of Chartertech is to provide artists the opportunity to blend principles of artistic expression with cutting-edge technology, so artists will excel in academic, career, and civic pursuits and contribute to the harmony and productivity of the 21st century.

Artistic integration: Performing arts will be accessible to all artists as a skill and content area and will serve as a vehicle for imparting, enlivening, and motivating excellence in all academic topics, as well as providing a platform for learning multicultural appreciation and empathy, not just tolerance.

Technological integration: Technology will serve as the foundation for instructional delivery systems leading to knowledge acquisition, concept understanding, and skill mastery in all academic subjects. Technology will not be studied as a separate entity but infused into the very fabric of educational pursuits, exactly as it occurs in the business world. Artists will be prepared to compete in the modern workplace or post-secondary institution.

"Education has always been torn between vocational and utilitarian purposes on one hand and creative and holistic purposes on the other... We are rapidly entering a world that is hard to imagine. By developing the problem-solving skills, creativity, and discipline required in the arts, artists can prepare for life in the 21st century."

From Understanding How the Arts Contribute to Excellent Education

National Endowment for the Arts, 1991

School Goals

Goals for Arts Education:

Artists will learn the knowledge, skills, and abilities necessary to turn their passions and gifts in the arts into vocations or serious avocations.

Objective 1: Each year, each artist will take two semesters (10 credits) of career-oriented training (80 minutes per day) in their artistic major.

Objective 2: Each marking period, each artist will perform or produce frequently, in diverse settings and for diverse audiences.

Objective 3: Artistic instruction will be integrated into the study of all academic subjects.

Objective 4: Each year, each artist will complete at least twenty after-school “lab” hours in their artistic major. These will constitute career-oriented service to the school and/or community, and demonstrate accomplishment of the NJCCCS crosscutting workplace readiness standards.

Goal for Technology:

Chartertech will model the technology-intense workplace and artists will be able to compete successfully and perform well in a technology-intense workplace.

Objective 5: Each artist will routinely use technology in a workplace-like manner to acquire, analyze, communicate, and present information in every subject.

Objective 6: Each artist will have access to a computer every day, every class so that automated sources will be the main conduit for educational content.

Objective 7: All administrative and instructional functions of the school will be supported by the most modern technology available.

Goals for Academic Achievement:

Artists will apply themselves in the serious pursuit of knowledge and skills, especially skills in critical thinking, problem solving, decision making, and communication.

Objective 8: Each year, and to be promoted to the next grade each artist will pass five credits in English, Health, Social Studies, Science, Mathematics, and PE/Health. Between grades 9-12 artists will also complete 1 year of Spanish.

Objective 9: In each academic subject, each year, each artist will complete a significant project that involves critical thinking, problem solving, decision making, and communication skills, and which demonstrates cross-content workplace readiness skills.

Objective 10: Each year artists will develop a artist resume to guide his/her academic and artistic studies and to document his/her academic and artistic accomplishments. This work will be done under the mentorship of the faculty in the artist’s artistic major.

Objective 11: Academic instruction in all subjects will be highly cross-curricular, in accordance with curricula design and continuously improved by teachers, in compliance with the New Jersey Artist Learning Standards.

Course Description

Course Title:	United States History II
Department:	History
Prerequisite:	World History, United States History I
Number of Credits:	5
Grade Level(s):	11

Standards:	Aligned to New Jersey Artist Learning Standards – Social Studies
Description of Course	<p>Students will participate in a detailed study of United States history from the period of Reconstruction (1865) to the present. Students will focus on Reconstruction, Industrialism and the social, economic, and political development of the United States. World War II and the Civil Rights movement will be studied with a focus on America’s racially based conflicts within the country and the growth of America’s influence worldwide. Finally, an in depth study is placed on political, economic, environmental, and personal ethics as our nation progressed into the inter-dependent world community of the 21st Century. Course topics are developed in conjunction with the Language Arts Curriculum.</p> <p>Students are graded based on numerous writing assignments, culminating in a 10-15 page academic paper, multi-media projects, and performing arts projects that present factual information in an artistic way, participation, and unit exams.</p>

Overview & Pacing

Unit #	Major Content	Expected Time
Unit 1: Reconstruction	Analyze the reconstruction plans of Lincoln, Johnson and Congress and appraise the results.	3 Weeks
Unit 2: Westward Expansion	Analyze the causes and effects of western expansion and evaluate the impact to native cultures.	3 Weeks
Unit 3: Industrial America	Understand the facts and principles associated with the growth of business during the Gilded Age. Evaluate political policies during the gilded age. Examine the causes of immigration and its effect on American culture.	3 Weeks
Unit 4: The Progressive Era	Evaluate the progressive era from 1890-1920. Understand the positive and negative effects of urbanization during the Gilded Age. Evaluate political policies during the Gilded Age	3 Weeks
Unit 5: America Becomes a World Power	Evaluate the societal and economic impact of Imperialism historically and today.	3 Weeks
Unit 6: World War 1	Analyze the causes and effects of World War I.	3 Weeks

Unit 7: The Roaring 20's	Demonstrate an understanding of the period known as the Roaring Twenties by evaluating the pros and cons of buying items on credit and relating economic and political conditions to historical change.	3 Weeks
Unit 8: The Great Depression	Sensitivity to the plight of those who are victimized by circumstances beyond their control during the Great Depression and understanding how government responds to societal needs with the New Deal.	4 Weeks
Unit 9: World War 2	Understand, explain and write about the events that led to World War II and understand the social, political and economic effect of the war.	4 Weeks
Unit 10: The Cold War	Research, chart, describe and explain the events that lead to the Cold War and the effects of the Cold War on American social and political systems.	3 Weeks
Unit 11: The Civil Rights Era	Explain the social and political divisions in the United States and the developments in the civil rights movement.	3 Weeks
Total		35 weeks