

## PROGRAM PHILOSOPHY – HISTORY

Students enrolled in history classes at McCann Technical School will be expected to acquire an understanding of their role as citizens of their town, state and country; to understand the historical events that have led to the United States' current status as a world leader; to have the knowledge that major events in history are not isolated but occur due to factors that build upon each other.

Students should achieve these goals by the completion of senior year, while having the ability to improve upon their knowledge throughout their lives.

Instruction methods will include group discussion, textbook reading, reflective writing, interpreting primary sources, projects, and viewing historical documentaries.

Understanding history is important for the student to become a productive citizen in a democratic society.

## PROGRAM DESCRIPTION – HISTORY

Students enrolled in history classes at McCann Technical School will be expected to acquire an understanding of their role as citizens of their town, state and country; to understand the historical events that have led to the United States' current status as a world leader; to have the knowledge that major events in history are not isolated but occur due to factors that build upon each other. These goals will be achieved through the use of textbook reading, group discussions, reflective writing, research projects, interpreting primary sources, and viewing historical documentaries.

In the freshman year, students will be exposed to such topics as the American Revolution, the Constitution, U.S. Expansion, and the Civil War. In the sophomore year, topics will include the Spanish-American War, World War I, the Great Depression, World War II, Korea, Vietnam, and current events. Junior year covers topics in World History ranging from the Cold War Era, the Chinese Revolution and the rise of communism in China, the creation of the modern state of Israel and the peace process between the Palestinians and Israel, the collapse of the Soviet Union, ethnic and religious conflicts throughout the world, to an understanding of Islamic fundamentalism and the attack on September 11. Senior year encompasses a study of current events from a global standpoint with topics varying from year to year depending on world issues.

All students, regardless of technical interests or future careers, will benefit from an understanding of history in order to become active participants in a democratic society.

## PROGRAM SYLLABUS – HISTORY

Freshman year, students will follow the Massachusetts History Curriculum Frameworks for U.S. History I from the American Revolution through Reconstruction, 1763-1877. “Students examine the historical and intellectual origins of the United States during the Revolutionary and Constitutional Eras. They learn about the important political and economic factors that contributed to the outbreak of the Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. Students also study the basic framework of American democracy and the basic concepts of America government such as popular sovereignty, federalism, separation of powers, and individual rights. Students study America’s westward expansion, the establishment of political parties, and economic and social change. Finally, students learn about the growth of sectional conflict, how sectional conflict led to Civil War, including Reconstruction.”

Sophomore year, students will follow the Massachusetts History Curriculum Frameworks for U.S. History II from Reconstruction to the present. “Students will analyze the causes and consequences of the Industrial Revolution and America’s growing role in diplomatic relations. Students will study the goals and accomplishments of the Progressive movement and the New Deal. Students will also learn about the various factors that led to America’s entry into World War II as well as the consequences of World War II on American life. Finally, students will study the causes and course of the Cold War, important economic and political changes during the Cold War, including the Civil Rights movement, and recent events and trends that have shaped modern-day America.”

Junior year, students will follow the Massachusetts History Curriculum Frameworks for World History III, 1945-2001. Students study the history of the Cold War Era, including the consequences of World War II, the Truman Doctrine and the Marshall Plan, as well as military alliances, the arms race, Berlin, Cuba, uprisings against the Soviet Union, and the wars in Vietnam and Afghanistan. Students will learn about the rise of communist China and the Cultural Revolution along with China's economic modernization and growth in world trade. Students will study the creation of the modern state of Israel and analyze its impact on Middle Eastern affairs along with describing the peace process between the Israelis and Palestinians. Students will learn the reasons for the decline and collapse of the Soviet Union. Students will describe ethnic and religious conflicts throughout the world including the Balkans and Rwanda. Junior year will culminate with a study of the rise of Islamic fundamentalism and the terrorist attack on September 11, 2001.

Senior year, students will take Modern World History with a concentration on current events. Topics may include the wars in Iraq and Afghanistan, the economy, and environmental issues. Students will use media such as newspapers, magazines, television, and the internet to obtain an understanding of current events and their impact on our society.

## ASSESSMENT

Grading Policy: (per Student/Parent Handbook)

70%

tests  
quizzes  
projects  
portfolios  
research papers  
oral presentations

30%

attendance  
participation  
class assignments  
homework  
notebook  
effort

Final Grade

- final grade will be determined by taking the average of the four quarter grades

## TIMELINE

### Freshman Year: U.S. History I, 1763-1877

#### Quarter 1:

Events leading up to Revolution  
Declaration of Independence  
Key battles  
Articles of Confederation  
Constitution  
Bill of Rights  
Formation of democracy on state & federal levels

#### Quarter 2:

Westward Expansion  
Presidencies of Washington, Adams, Jefferson  
Louisiana Purchase  
Jacksonian Democracy  
Mexican-American War

#### Quarter 3:

Antebellum North & South  
Transportation Revolution  
Events leading to Civil War  
-industry in New England  
-slavery in South  
-reform movements

#### Quarter 4:

Civil War & Reconstruction  
-battles  
-Lincoln's Presidency  
-effects of Civil War  
-policies of Reconstruction

## TIMELINE

### Sophomore Year: U.S. History II, 1877 – present

#### Quarter 1:

Industrial Revolution  
Rise of Big Business  
Expansion of U.S. cities  
Continued westward expansion  
Impact on Native Americans  
Spanish-American War  
Progressive Era  
Roosevelt & Monroe Doctrine

#### Quarter 2:

World War I – America's role  
President Wilson's policies  
Failure of Treaty of Versailles  
Fourteen Points  
1920s  
-racial & ethnic tensions  
-Prohibition  
-events leading to Great Depression

#### Quarter 3:

Great Depression  
New Deal & FDR  
World War II – America's role  
-Pearl Harbor  
-using atomic bomb

#### Quarter 4:

Cold War  
-differences between U.S. & Soviet political and economic systems  
Vietnam War  
Civil Rights Movement  
Contemporary America

## TIMELINE

### Junior Year: World History, 1945 - present

#### Quarter 1:

##### Consequences of World War II

- physical & economic destruction
- loss of life; soldiers & civilians
- emergence of U.S. and Soviet Union as superpowers

##### Cold War Era

- Soviet expansion in Eastern Europe
- policy of containment; Truman Doctrine
- Marshall Plan
- NATO; Warsaw Pact
- arms race
- Korean War
- 1956 uprising in Hungary
- Soviet-U.S. competition in the Middle East
- conflicts involving Cuba and Berlin
- Vietnam War
- arms control agreements
- Soviet war in Afghanistan

#### Quarter 2:

##### China

- rise of Mao Tse-tung
- communist revolution in 1949
- Great Leap Forward
- Cultural Revolution
- Tiananmen Square demonstration in 1989
- China's economic modernization and growth in world trade

##### Modern State of Israel

- establishment of Israel in 1948
- invasion of Israel by Arab nations
- 1967 and 1973 wars between Israelis and Arab nations
- peace attempts between Palestinians and Israelis

#### Quarter 3:

##### Soviet Union

- causes for decline and collapse of Soviet Union
- weaknesses of the Soviet economy
- Soviet military commitments
- policies of Ronald Reagan

##### Ethnic & Religious conflicts

- the Balkans

-Rwanda

Quarter 4:

Islamic Fundamentalism

-Iranian Revolution

-defeat of Soviet Union in Afghanistan

-Persian Gulf War

-increase in terrorist attacks against the United States

September 11, 2001

-causes

-United States' response

## TIMELINE

Senior Year: Modern World History (focus on current events)

### Quarter 1:

#### Timeline Project

Students research events which occurred during their lifetime, including political, economic and social starting with the year they were born and ending with the present year. The project will include 2 pages per year. The first page will be a list of key events; the second page will be a summary of one event. Pictures, graphs, drawings will be included. The purpose of the project is to give students an awareness of events that have occurred during their lifetime.

### Quarter 2, 3, 4:

Topics will vary depending on national and world events.

Students will use media such as newspapers, magazines, television, and the internet to research various topics as well as handouts from the instructor.

## VALIDATED COMPETENCY LISTING

According to the Certificate of Occupational Proficiency Employability Skills, students demonstrate the following competencies by:

- 1) Communication and Literacy: reading textbook and primary sources, answering open-response questions, engaging in discussions and debates.
- 2) Organizing and Analyzing Information: interpreting maps, graphs, charts, political cartoons.
- 3) Problem Solving: cooperative learning.
- 4) Using Technology: use of computer for research.
- 5) Completing Entire Activities: completing assignments, including homework, group work, projects, maps.
- 6) Acting Professionally: classroom rules require students to be punctual, respectful, fully prepared for work.
- 7) Interacting With Others: cooperative learning, work effectively with peers on group assignments, including appropriate etiquette during class discussions.
- 8) Understanding All Aspects of the Industry: not applicable.
- 9) Taking Responsibility for Career and Life Choice: must demonstrate a willingness to learn and complete assignments on time.
- 10) Character: class rules will focus on individual responsibility and will not tolerate dishonesty of any kind.

## PERFORMANCE STANDARDS

Grades will be based on the percentages outlined in the assessment plan. Students will be expected to complete homework assignments which generally include reading a section in the textbook, answering questions, or completing a worksheet. Every quarter students will take written quizzes and tests. Students may also be required to complete long term projects and oral presentations. Attendance and participation in class activities will be required on a daily basis.

The following rubric explains the necessary requirements students need to complete to achieve each grade level.

A (90+)	Demonstrates thorough knowledge of subject matter through test scores and completed assignments.
B (80+)	Demonstrates adequate knowledge of subject matter through test scores and completed assignments.
C (70+)	Demonstrates some knowledge of subject matter through test scores and completes some assignments.
D (65+)	Demonstrates little knowledge of subject matter through test scores and completes few assignments.
F (below 65)	Demonstrates very little to no knowledge of subject matter through test scores and fails to complete assignments.

## COMPETENCY REPORTING SYSTEM

### GRADE 9:

Quarter 1: Students will be required to take tests on chapters 4 and 5, as well as periodic quizzes and homework assignments. A project encompassing colonial era events may also be required. \*

Quarter 2: Students will be required to take tests on chapters 6/7 and 8/9, as well as periodic quizzes and homework assignments. A project consisting of map work on the expanding nation or creative writing may be required. \*

Quarter 3: Students will be required to take a test on chapter 10, as well as periodic quizzes and homework assignments. A project may consist of a debate concerning regional differences between the North and South; a visual component will also be required. \*

Quarter 4: Students will be required to take a test on chapter 12, as well as periodic quizzes and homework assignments. A project covering chapter 11 will be required. Students will choose a battle to research and give an oral presentation. \*

\*These are examples of projects which may be assigned.

Tests will consist of multiple choice, matching, and open-response questions.

At the half-way point of each quarter, all students will be issued progress reports.

Report cards will be issued at the end of each quarter.

Grades/assessments will be maintained with the use of a computerized program. The grades are accessible to the student as well as parent and guardian of the student.

### Grade 10:

Quarter 1: Students will be required to take two tests which will cover chapters 13 -18, as well as periodic quizzes and homework assignments. A project idea may be to create a political cartoon based on progressive reforms.

Quarter 2: Students will be required to take a test on chapter 19 and a test on chapters 20/21, as well as periodic quizzes and homework assignments. A project covering the 1920s may also be included.

Quarter 3: Students will be required to take tests on chapters 22/23 and 24/25, as well as periodic quizzes and homework assignments.

Quarter 4: Students will be required to take tests on chapters 26/27, 28/29/30, and chapter 31, as well as periodic quizzes and homework assignments.

Tests will consist of multiple choice, matching, and open-response questions.

At the half-way point of each quarter, all students will be issued progress reports.

Report cards will be issued at the end of each quarter.

Grades/assessments will be maintained with the use of a computerized program. The grades are accessible to the student as well as parent and guardian of the student.

Grade 11:

Quarter 1: Students will be required to take quizzes on the various events of the Cold War Era as well as periodic homework assignments culminating with a test on the Cold War. A project delving into more detail on one event or researching a connection with current events may be required.

Quarter 2: Students will be required to take tests on China and the modern state of Israel, as well as periodic quizzes and homework assignments. For a project, students may be required to choose a topic either on China or Israel.

Quarter 3: Students will be required to take tests on the decline and fall of the Soviet Union and ethnic & religious conflicts in the Balkans and Rwanda, as well as periodic quizzes and homework assignments. A project detailing the reasons for the collapse of the Soviet Union or research on an ethnic or religious conflict may be assigned.

Quarter 4: Students will be required to take tests on Islamic Fundamentalism and the attacks on September 11, 2001 as well as periodic quizzes and homework assignments. A project on an act of terrorism either in the United States or the world may be required.

Tests will consist of multiple choice, matching, and open-response questions.

At the half-way point of each quarter, all students will be issued progress reports.

Report cards will be issued at the end of each quarter.

Grades/assessments will be maintained with the use of a computerized program. The grades are accessible to the student as well as parent and guardian of the student.

Grade 12:

Quarter 1: Students will be required to complete a timeline project on events of their lifetime. Each booklet will begin with the year the student was born and end in the present year. For each year- the first page is a list of key events from that year including political, economic, and social events. The second page is a summary of one event from that year. Projects will be made more visually appealing by adding pictures, drawings, graphics and so on.

Quarter 2: Quarter 3: Quarter 4:

Students will work on various projects which will include, but not limited to, powerpoints, oral presentations, posters, political cartoons, brochures, and research papers.

Topics will be determined by current events. Examples of previous topics are terrorism, countries of the Olympics, history of local towns, state gun laws culminating with writing their own law, and environmental issues (BP oil spill).

Students will also be required to watch and keep a log of daily news by watching the news on television, the use of the internet, or newspapers.

The instructor will supplement these projects with handouts of current events accompanied by questions which students will answer with the readings followed by a class discussion.

At the half-way point of each quarter, all students will be issued progress reports. Report cards will be issued at the end of each quarter. Grades/assessments will be maintained with the use of a computerized program. The grades are accessible to the student and parent and guardian of the student.

### INSTRUCTIONAL ACTIVITIES

The history department will incorporate the following instructional activities in the curriculum:

- reading text
- readings from primary sources (such as)
  - \*Mayflower Compact
  - \*Declaration of Independence
  - \*Constitution
  - \*Gettysburg Address
  - \*Winston Churchill's "The Iron Curtain"
  - \*John F. Kennedy – Berlin speech
  - \*Andrei Sakharov, "Peace, Progress, and Human Rights," speech
- class and small group discussion
- opportunities to explore and debate topics and concepts with peers and teacher
- project-based learning
- research (such as)
  - \*Civil War battle – causes, outcomes, why it turned out the way it did
- videos that follow text chapters
- movie clips (such as)
  - \*Saving Private Ryan
  - \*Pearl Harbor
  - \*Schindler's List
- documentaries (such as)
  - \*John F. Kennedy
  - \*Inside 9/11

## RESOURCES

### Texts and other printed material:

America: Pathways To The Present  
World History: Connections To Today  
World History: The Modern Era

### Audiovisual:

Set of Videos – America: Pathways to the Present

Videos:

- \*Industrial Revolution
- \*Vietnam
- \*Saving Private Ryan
- \*Pearl Harbor
- \*Kennedy
- \*Hotel Rwanda
- \*Inside 9/11

### Electronic sources: (such as)

[www.archives.gov](http://www.archives.gov)  
[www.historychannel.com](http://www.historychannel.com)  
[www.historynow.org](http://www.historynow.org)  
[www.lessonplanet.com](http://www.lessonplanet.com)  
[www.proprofs.com](http://www.proprofs.com)

### Special Equipment:

Overhead projector  
TV/VCR/DVD  
Computer  
LCD Projector

U.S. HISTORY I  
Grade 9 History

Northern Berkshire Regional School District  
McCann Technical School  
70 Hodges Crossroad  
North Adams, MA 01247

## COURSE PHILOSOPHY – U.S. HISTORY I

Students enrolled in U.S. History classes at McCann will study the historical origins of the United States. Students will analyze the political and economic factors which led to the American Revolution. Students will be expected to acquire an understanding of their role as citizens of their town, state, and country through the study of the Declaration of Independence and the U.S. Constitution. Students will look at U.S. westward expansion and its impact on Native American culture. U.S. History I will culminate with a study of the Civil War and its influence on racial issues in America.

Understanding U.S. History I is important for the student to become a productive member in a democratic society as the ideas and background for such a society are dealt with in this curriculum. Students will also get background information to help them understand racial issues in the United States today.

## COURSE DESCRIPTION – U.S. HISTORY I

Students enrolled in U.S. History I at McCann will study U.S. History from the American Revolution through Reconstruction, 1763-1877. Students will examine the historical origins of the United States by studying the French & Indian War and its impact on the relationship between Britain and the colonies, culminating with the American Revolution. Students will next examine two primary documents, The Declaration of Independence and the U.S. Constitution with the intention of acquiring the knowledge of the basic framework of our democratic society. Students will study U.S. westward expansion to gain an understanding of the impact on Native American cultures and how the U.S. acquired the territory that makes up the United States. Students will also study the formation of political parties. U.S. History I will conclude with an examination of the growth of sectional conflict and how this conflict led to the Civil War, including Reconstruction.

## U.S. HISTORY I – COURSE SYLLABUS

### U.S. History I, 1763-1877

Freshmen year

#### Quarter 1:

The French & Indian War

- causes
- effects

Issues Behind the Revolution

- Proclamation of 1763
- Sugar Act
- Quartering Act
- Stamp Act
- Sons of Liberty
- Townshend Acts
- Boston Massacre
- Committees of Correspondence
- Tea Act
- Boston Tea Party
- Intolerable Acts

Ideas Behind the Revolution

- Common Sense – Thomas Paine
- Enlightenment thinkers
  - John Locke
  - Montesquieu
  - Voltaire
- Declaration of Independence – Thomas Jefferson

Articles of Confederation

U.S. Constitution

Bill of Rights

#### Quarter 2:

George Washington

- farewell address

John Adams

- XYZ Affair
- Alien & Sedition Acts
- Election of 1800

Thomas Jefferson

- conflict with Hamilton
- Whiskey rebellion
- rise of political parties
- Marbury v. Madison
- Louisiana Purchase

## Westward Expansion

- Monroe Doctrine
- Mexican War
- Gadsden Purchase
- Manifest Destiny
- Impact on Native American culture

## Quarter 3:

### Economic Development

- North-industry
- South-agriculture

### Transportation Revolution

### Women's movement

- Seneca Falls convention
- Susan B. Anthony
- Elizabeth Cady Stanton

### Abolitionist movement

- Frederick Douglass
- William Lloyd Garrison
- Sojourner Truth
- Harriet Tubman

### Events Leading to Civil War

- issue of states' rights
- issue of slavery
- issue of secession
- Missouri Compromise
- Compromise of 1850
- Uncle Tom's Cabin
- Kansas-Nebraska Act
- Dred Scott Decision
- Lincoln-Douglas debates
- John Brown's raid
- election of Abraham Lincoln

## Quarter 4:

### Civil War

- battles
  - Antietam
  - Vicksburg
  - Gettysburg
- Lincoln's presidency
- Emancipation Proclamation
- Gettysburg Address
- Ulysses S. Grant
- Robert E. Lee
- effects of Civil War

## Reconstruction

- policies
- impeachment of President Johnson
- 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup> Amendments
- opposition

Massachusetts History and Social Science Curriculum Framework  
 Learning Standards for U.S. History I: The Revolution through Reconstruction

Course Curriculum Topic	Standard
<p>The political origins of the United States:            The American Revolution</p>	<p><b>USI.1</b> Explain the political and economic factors that contributed to the American Revolution.</p> <p>A. the impact on the colonies of the French and Indian War, including how the war led to an overhaul of British imperial policy from 1763 to 1775.</p> <p><b>USI.4</b> Analyze how Americans resisted British policies before 1775 and analyze the reasons for the American victory and the British defeat during the Revolutionary War.</p> <p><b>USI.5</b> Explain the role of Massachusetts in the Revolution, including important events that took place in Massachusetts and important leaders from Massachusetts.</p>
<p>The intellectual origins of the government of the United States:            The Constitution and the Bill of Rights</p>	<p><b>USI.2</b> Explain the historical and intellectual influences on the American Revolution and the formation and framework of the American government.</p> <p><b>USI.3</b> Explain the influence and ideas of the Declaration of Independence and the political philosophy of Thomas Jefferson.</p> <p><b>USI.6</b> Explain the reasons for the adoption of the Articles of Confederation in 1781, including why its drafters created a weak central government; analyze the shortcomings of the national government under the Articles; and describe the crucial events (e.g., Shay’s Rebellion) leading to the Constitutional Convention.</p> <p><b>USI.7</b> Explain the roles of various founders at the Constitutional Convention. Describe the major debates that occurred at the Convention and the “Great Compromise” that was reached.</p> <p><b>USI.9</b> Explain the reasons for the passage of the Bill of Rights.</p>
<p>The political development of democracy under Washington, Adams, and Jefferson.</p>	<p><b>USI.22</b> Summarize the major policies and political developments that took place during the presidencies of George</p>

	<p>Washington (1789-1797), John Adams (1797-1801), and Thomas Jefferson (1801-1809).</p> <p><b>USI.25</b> Trace the influence and ideas of Supreme Court Chief Justice John Marshall and the importance of the doctrine of judicial review as manifested in Marbury v. Madison (1803).</p>
Westward Expansion	<p><b>USI.26</b> Describe the causes, course, and consequences of America's westward expansion and its growing diplomatic assertiveness. Use a map of North America to trace America's expansion to the Civil war, including the location of the Santa fe and Oregon trails.</p>
Economic Growth in the North and South	<p><b>USI.27</b> Explain the importance of the Transportation Revolution of the 19<sup>th</sup> century (the building of canals, roads, bridges, turnpikes, steamboats, and railroads), including the stimulus it provided to the growth of a market economy.</p> <p><b>USI.28</b> Explain the importance of the textile industry in New England and industrial growth generally throughout antebellum America.</p> <p><b>USI.29</b> Describe the rapid growth of slavery in the South after 1800 and analyze slave life and resistance on plantations and farms across the South, as well as the impact of the cotton gin on the economics of slavery and Southern agriculture.</p>
Social and Political Change: The women's movement and the abolitionist movement.	<p><b>USI.31</b> Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism.</p> <p><b>USI.33</b> Analyze the goals and effect of the antebellum women's suffrage movement.</p>
Events leading to the Civil War	<p><b>USI.35</b> Describe how the different economies and cultures of the North and South contributed to the growing importance of sectional politics in the early 19<sup>th</sup> century.</p> <p><b>USI.36</b> Summarize the critical developments leading to the Civil War.</p>

Civil War	<p><b>USI.37</b> On a map of North America, identify Union and Confederate States at the outbreak of the war.</p> <p><b>USI.38</b> Analyze Abraham Lincoln’s presidency, the Emancipation Proclamation (1863), his views on slavery, and the political obstacles he encountered.</p> <p><b>USI.39</b> Analyze the roles and policies of various Civil War leaders and describe the important Civil War battles and events.</p> <p><b>USI.40</b> Provide examples of the various effects of the Civil War.</p>
Reconstruction	<p><b>USI.41</b> Explain the policies and consequences of Reconstruction.</p>

Vocational/Technical Education Curriculum Frameworks  
Strand 4: Employability

	<b>Strand</b>
4.A.08a	Demonstrate employability skills needed to get and keep a job.
4.B.01a	Apply strategies to enhance effectiveness of all types of communications in the workplace.
4.B.03a	Locate information from books, journals, magazines, and the Internet.
4.B.04a	Apply basic writing skills to work-related communication.
4.B.10a	Lead formal and informal group discussions.
4.B.12a	Apply active listening skills to obtain and clarify information.
4.C.01a	Demonstrate skills used to define and analyze a given problem
4.C.02a	Explain the importance and dynamics of individual and teamwork approaches of problem solving
4.D.01a	Identify time management and task prioritization skills
4.D.03a	Demonstrate willingness to learn and further develop skills
4.D.04a	Demonstrate self-management skills
4.D.09a	Explain the importance of taking pride in work accomplished and extrinsic and intrinsic motivators that can be used to increase pride
4.D.10a	Value the importance of professionalism, including reliability, honesty, responsibility, and ethics

Course Assessment Plan:

Students will be expected to complete homework assignments which generally include reading a section in the textbook, answering questions, or completing a worksheet. Students will take a quiz after each section and a test after each chapter. Quizzes and tests may consist of matching, multiple choice, short answer, essay, maps. Map work will also be required, including labeling, shading. Students may also be required to complete long term projects and oral presentations. Attendance and participation in class activities will be required on a daily basis.

Grading Policy: (per Student/Parent Handbook)

70%

- tests
- quizzes
- projects
- portfolios
- research papers
- oral presentations

30%

- attendance
- participation
- class assignments
- homework
- notebook
- effort

Final Grade

- will be determined by taking the average of the four quarter grades

## VALIDATED COMPETENCY LISTING

According to the Certificate of Occupational Proficiency Employability Skills, students demonstrate the following competencies by:

- 1) Communication and Literacy: reading textbook and primary sources, answering open-response questions, engaging in discussions and debates.
- 2) Organizing and Analyzing Information: interpreting maps, graphs, charts, political cartoons.
- 3) Problem Solving: cooperative learning.
- 4) Using Technology: use of computer for research.
- 5) Completing Entire Activities: completing assignments, including homework, group work, projects, maps.
- 6) Acting Professionally: classroom rules require students to be punctual, respectful, fully prepared for work.
- 7) Interacting With Others: cooperative learning, work effectively with peers on group assignments, including appropriate etiquette during class discussions.
- 8) Understanding All Aspects of the Industry: not applicable.
- 9) Taking Responsibility for Career and Life Choice: must demonstrate a willingness to learn and complete assignments on time.
- 10) Character: class rules will focus on individual responsibility and will not tolerate dishonesty of any kind.

## PERFORMANCE STANDARDS

The following rubric explains the necessary requirements students need to complete to achieve each grade level.

A (90+)	Demonstrates thorough knowledge of subject matter through test scores and completed assignments.
B (80+)	Demonstrates adequate knowledge of subject matter through test scores and completed assignments.
C (70+)	Demonstrates some knowledge of subject matter through test scores and completes some assignments.
D (65+)	Demonstrates little knowledge of subject matter through test scores and completes few assignments.
F (below 65)	Demonstrates very little to no knowledge of subject matter through test scores and fails to complete assignments.

## COMPETENCY REPORTING SYSTEM

Quarter 1: Students will be required to take tests on chapters 4 and 5, as well as periodic quizzes and homework assignments. A project encompassing colonial era events will also be required.\*

Quarter 2: Students will be required to take tests on chapters 6/7 and 8/9, as well as periodic quizzes and homework assignments. A project consisting of map work on the expanding nation or creative writing will be required.\*

Quarter 3: Students will be required to take a test on chapter 10, as well as periodic quizzes and homework assignments. A project will consist of a debate concerning regional differences between the North and South; a visual component will also be required.\*

Quarter 4: Students will be required to take a test on chapter 12, as well as periodic quizzes and homework assignments. A project covering chapter 11 will be required. Students will choose a battle to research and give an oral presentation.\*

A final exam, consisting of material from all four quarters, will be administered.

\*these are examples of projects which may be assigned.

Tests will consist of multiple choice, matching, and open-response questions.

At the half-way point of each quarter, all students will be issued progress reports.

Report cards will be issued at the end of each quarter.

Grades/assessments will be maintained with the use of a computerized program.

The grades are accessible to the student as well as parent and guardian of the student.

## INSTRUCTIONAL ACTIVITIES

The history department will incorporate the following instructional activities in the curriculum:

- reading text – America: Pathways To The Present – Prentice Hall
- readings from primary sources
  - \*Mayflower Compact
  - \*Declaration of Independence
  - \*Northwest Ordinance
  - \*Constitution
  - \*Federalist Paper #10
  - \*Bill of Rights
- lecture
- class and small group discussion
  - \*Bill of Rights - importance
- opportunities to explore and debate topics and concepts with peers and teacher
- project-based learning
- integration with English – journalism
- videos that follow text chapters
- movie clips
  - \*The Patriot

## RESOURCES

### Printed material:

#### Text:

America: Pathways To The Present

#### Primary Documents:

Mayflower Compact

Declaration of Independence

Northwest Ordinance

U.S. Constitution

Federalist Paper #10

Bill of Rights

### Audiovisual:

Set of Videos – America: Pathways to the Present

### Special Equipment:

Overhead projector

DVD/VCR/TV

computer

U.S. HISTORY II  
Grade 10 History

Northern Berkshire Regional School District  
McCann Technical School  
70 Hodges Crossroad  
North Adams, MA 01247

## COURSE PHILOSOPHY – U.S. HISTORY II

Students enrolled in U.S. History II classes at McCann will study the causes and consequences of the Industrial Revolution in America. Students will examine the rise of big business and its impact on daily life. Students will be expected to acquire an understanding of the role of the United States as a world power from the time of the Spanish-American War to the present. Students will learn about the various factors that led to America's entry into World War I and World War II as well as the consequences of both conflicts. Next, students will study the causes and results of the Cold War and its impact on present day America. Finally, students will learn about and analyze recent events and trends that have helped shaped modern-day America.

Understanding U.S. History II is important for the student to become a productive member in a democratic society. Students will soon be voting members of this society and need to understand the background of how the United States has become a world power and its role in the world today.

## COURSE DESCRIPTION – U.S. HISTORY II

Students enrolled in U.S. History II at McCann will study U.S. history from the Industrial Revolution to the present. Students will examine the impact of the Industrial Revolution on society and the changes it brought about not just in the workplace but in the home. Students will continue their study of U.S. expansion and its impact on Native American culture, a study which they began in U.S. I. Students will learn about the goals and accomplishments of the Progressive Era and the formulation of the Monroe Doctrine. Next, students will analyze the causes and consequences of America's entry into World War I and World War II. Students will then examine the causes and impact of the Cold War on American society. Finally, students will study the Civil Rights movement and recent events and trends that have helped shape contemporary America.

## U.S. HISTORY II – COURSE SYLLABUS

### U.S. History II, 1877 – to the present

Sophomore year

#### Quarter 1:

##### Industrial Revolution

- new technology
- energy
- communication
- transportation
- Bessemer Process

##### Rise of Big Business

- Social Darwinism
- robber barons vs. captains of industry
- Andrew Carnegie
- John D. Rockefeller

##### Expansion of U.S. cities

- immigration
- dislocation of farmers
- factory life
- impact on daily life
- formation of unions

##### Continued westward expansion

- impact on Native Americans

##### Spanish-American War

- U.S. acquisitions
- U.S. as a world power
- Panama Canal

##### Progressive Era

- goals and beliefs
- accomplishments
- Robert M. LaFollette
- President Theodore Roosevelt
- President William H. Taft
- President Woodrow Wilson
- suffrage

##### World War I

- America's role
- President Wilson's policies
- Treaty of Versailles
- Wilson's Fourteen Points
- racial & ethnic tensions

##### 1920s

- Prohibition
- events leading to Great Depression

Quarter 2:

Great Depression

- impact on America

New Deal & FDR

- policies

World War II – America’s role

- Pearl Harbor
- Japanese internment camps
- major battles: Midway, D-Day, Okinawa, Iwo Jima
- conferences: Yalta, Potsdam
- using atomic bomb
- effects: short term, long term

Quarter 3:

Cold War

- differences between U.S. & Soviet political and economic systems

Truman Doctrine

Marshall Plan

NATO

Korean War

US & communism

- McCarthyism
- HUAC
- FBI

Quarter 4:

Vietnam War

Civil Rights Movement

- Martin Luther King Jr.
- Rosa Parks
- Brown v. Board of Education
- Civil Rights Act of 1964
- 1965 Voting Rights Act

Administrations of Kennedy, Johnson, Nixon

- Cuban Missile Crisis
- assassination of Kennedy
- nuclear arms race
- Watergate scandal

Massachusetts History and Social Science Curriculum Framework  
 Learning Standards for U.S. History II: Industrial Revolution to Contemporary America

Course Curriculum Topic	Standard
Industrial Revolution and the Rise of Big Business	<p><b>USII.1</b> Explain the various causes of the Industrial Revolution.</p> <p><b>USII.2</b> Explain the important consequences of the Industrial Revolution.</p> <p><b>USII.5</b> Explain the formation and goals of unions as well as the rise of radical political parties during the Industrial era.</p>
America's Emerging role in International Affairs: Spanish-American War Progressive Era	<p><b>USII.6</b> Analyze the causes and course of America's growing role in world affairs from the Civil War to World War I.</p> <p><b>USII.8</b> Analyze the origins of Progressivism and important Progressive leaders, and summarize the major accomplishments of Progressivism.</p>
America's role in World War I	<p><b>USII.6</b> Analyze the causes and course of America's growing role in world affairs from the Civil War to World War I</p> <p>J. American entry into World War I</p> <p><b>USII.7</b> Explain the course and significance of President Wilson's wartime diplomacy, including his Fourteen Points, the League of Nations, and the failure of the Versailles Treaty.</p>
The Great Depression and the New Deal	<p><b>USII.11</b> Describe the various causes and consequences of the global depression of the 1930s, and analyze how Americans responded to the Great Depression.</p> <p><b>USII.12</b> Analyze the important policies, institutions, and personalities of the New Deal Era.</p>
World War II	<p><b>USII.14</b> Explain the strength of American isolationism after World War I and analyze its impact on U.S. foreign policy.</p> <p><b>USII.15</b> Analyze how German aggression in Europe and Japanese aggression in Asia contributed to the start of World War II and summarize the major battles and events of the war. On a map of the world, locate the allied powers (Britain, France, the Soviet Union, and the United States) and Axis powers (Germany, Italy, and Japan).</p>

	<p><b>USII.16</b> Explain the reasons for the dropping of atom bombs on Japan and their short and long-term effects.</p> <p><b>USII.17</b> Explain important domestic events that took place during the war.</p> <p>C. the entry of large numbers of women into the workforce</p> <p>D. the internment of West Coast Japanese-Americans in the U.S. and Canada</p>
Cold War	<p><b>USII.18</b> Analyze the factors that contributed to the Cold War and describe the policy of containment as America's response to Soviet expansionist policies.</p> <p><b>USII.19</b> Analyze the sources and, with a map of the world, locate the areas of Cold War conflict between the U.S. and the Soviet Union.</p> <p><b>USII.24</b> Analyze the roots of domestic anticommunism as well as the origins and consequences of McCarthyism.</p>
Vietnam War	<p><b>USII.20</b> Explain the causes, course, and consequences of the Vietnam War and summarize the diplomatic and military policies of Presidents Eisenhower, Kennedy, Johnson, and Nixon.</p>
Civil Rights Movement	<p><b>USII.25</b> Analyze the origins, goals, and key events of the Civil Rights movement.</p> <p><b>USII.26</b> Describe the accomplishments of the civil rights movement.</p>
Major policies and events of the Kennedy, Johnson and Nixon Administrations	<p><b>USII.28</b> Analyze the important domestic policies and events that took place during the presidencies of Presidents Kennedy, Johnson, and Nixon.</p>

Vocational/Technical Education Curriculum Frameworks  
 Strand 4: Employability

	<b>Strand</b>
4.A.08a	Demonstrate employability skills needed to get and keep a job.
4.B.01a	Apply strategies to enhance effectiveness of all types of communications in the workplace.
4.B.03a	Locate information from books, journals, magazines, and the Internet.
4.B.04a	Apply basic writing skills to work-related communication.
4.B.10a	Lead formal and informal group discussions.
4.B.12a	Apply active listening skills to obtain and clarify information.
4.C.01a	Demonstrate skills used to define and analyze a given problem
4.C.02a	Explain the importance and dynamics of individual and teamwork approaches of problem solving
4.D.01a	Identify time management and task prioritization skills
4.D.03a	Demonstrate willingness to learn and further develop skills
4.D.04a	Demonstrate self-management skills
4.D.09a	Explain the importance of taking pride in work accomplished and extrinsic and intrinsic motivators that can be used to increase pride
4.D.10a	Value the importance of professionalism, including reliability, honesty, responsibility, and ethics

Strand 5: Management & Entrepreneurship

	<b>Strand</b>
5.A.01a	Define entrepreneurship
5.A.02a	Describe the relationship between suppliers, producers, and consumers
5.A.03a	Compare and contrast types of businesses, including sole proprietorships, small businesses, companies, corporations, governmental agencies, and non-profit organizations
5.D.03a	Explain the role of labor organizations

Course Assessment Plan:

Students will be expected to complete homework assignments which generally include reading a section in the textbook, answering questions, or completing a worksheet.

Students will take a quiz after each section and a test after each chapter. Quizzes and tests may consist of matching, multiple choice, short answer, essay, maps.

Map work will also be required, including labeling, shading.

Students may also be required to complete long term projects and oral presentations.

Attendance and participation in class activities will be required on a daily basis.

Grading Policy: (per Student/Parent Handbook)

70%

- tests
- quizzes
- projects
- portfolios
- research papers
- oral presentations

30%

- attendance
- participation
- class assignments
- homework
- notebook
- effort

Final Grade

- final grade will be determined by taking the average of the four quarter grades

## VALIDATED COMPETENCY LISTING

According to the Certificate of Occupational Proficiency Employability Skills, students demonstrate the following competencies by:

- 11) Communication and Literacy: reading textbook and primary sources, answering open-response questions, engaging in discussions and debates.
- 12) Organizing and Analyzing Information: interpreting maps, graphs, charts, political cartoons.
- 13) Problem Solving: cooperative learning.
- 14) Using Technology: use of computer for research.
- 15) Completing Entire Activities: completing assignments, including homework, group work, projects, maps.
- 16) Acting Professionally: classroom rules require students to be punctual, respectful, fully prepared for work.
- 17) Interacting With Others: cooperative learning, work effectively with peers on group assignments, including appropriate etiquette during class discussions.
- 18) Understanding All Aspects of the Industry: not applicable.
- 19) Taking Responsibility for Career and Life Choice: must demonstrate a willingness to learn and complete assignments on time.
- 20) Character: class rules will focus on individual responsibility and will not tolerate dishonesty of any kind.

## PERFORMANCE STANDARDS

The following rubric explains the necessary requirements students need to complete to achieve each grade level.

A (90+)	Demonstrates thorough knowledge of subject matter through test scores and completed assignments.
B (80+)	Demonstrates adequate knowledge of subject matter through test scores and completed assignments.
C (70+)	Demonstrates some knowledge of subject matter through test scores and completes some assignments.
D (65+)	Demonstrates little knowledge of subject matter through test scores and completes few assignments.
F (below 65)	Demonstrates very little to no knowledge of subject matter through test scores and fails to complete assignments.

## COMPETENCY REPORTING SYSTEM

### Grade 10:

Quarter 1: Students will be required to take two tests which will cover chapters 13 -18, as well as periodic quizzes and homework assignments. A project idea will be to create a political cartoon based on progressive reforms. \*

Quarter 2: Students will be required to take a test on chapter 19 and a test on chapters 20/21, as well as periodic quizzes and homework assignments. A project covering the 1920s will also be included. \*

Quarter 3: Students will be required to take tests on chapters 22/23 and 24/25, as well as periodic quizzes and homework assignments.

Quarter 4: Students will be required to take tests on chapters 26/27, 28/29/30, and chapter 31, as well as periodic quizzes and homework assignments

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\*these are examples of projects which may be assigned.

Tests will consist of multiple choice, matching, and open-response questions.

At the half-way point of each quarter, all students will be issued progress reports.

Report cards will be issued at the end of each quarter.

Grades/assessments will be maintained with the use of a computerized program. The grades are accessible to the student as well as parent and guardian of the student.

## INSTRUCTIONAL ACTIVITIES:

The history department will incorporate the following instructional activities in the curriculum:

- reading text – America: Pathways To The Present – Prentice Hall
- readings from primary sources
  - \*President Woodrow Wilson, “Peace Without Victory” speech
  - \*President Franklin Roosevelt, “Four Freedoms” speech
  - \*The Truman Doctrine
  - \*President John F. Kennedy, Inaugural Address
  - \*Reverend Martin Luther King’s, “I Have A Dream” speech
- lecture
- class and small group discussion
- videos
  - \*Pearl Harbor documentary
  - \*Remembering JFK
- movie clips
  - \*Saving Private Ryan
  - \*We Were Soldiers

## RESOURCES

### Printed material:

#### Text:

America: Pathways To The Present

#### Primary Documents: (including but not limited to)

“Peace Without Victory”, President Wilson

“Four Freedoms”, President Roosevelt

The Truman Doctrine

Kennedy’s Inaugural Speech

“I Have A Dream”, Martin Luther King

#### Audiovisual:

Remembering JFK video

Saving Private Ryan

We Were Soldiers

Two Hours That Changed The World – Pearl Harbor

### Special Equipment:

Overhead projector

VCR/TV/DVD

computer

WORLD HISTORY I  
Grade 11 History

Northern Berkshire Regional School District  
McCann Technical School  
70 Hodges Crossroad  
North Adams, MA 01247

## COURSE PHILOSOPHY – WORLD HISTORY I

Students enrolled in World History classes at McCann will study the world from the end of World War II to the present. Students will study the political, economic, and social consequences of World War II and they will be expected to acquire an understanding of the relationship between the outcome of World War II and the development of the Cold War in Europe. Students will analyze the development of the arms race and the key events of the Cold War era. Students will study the spread of communism and its impact on China as well as the establishment of the modern state of Israel and its consequences on Middle Eastern affairs. Students will identify the causes for the decline and collapse of the Soviet Union and the communist regimes of Eastern Europe. Students will analyze and explain the sources of ethnic and religious conflicts in several regions around the world such as Rwanda and the Balkans. World History will culminate with a study of the rise and funding of Islamic fundamentalism, the major events and forces in the Middle East over the last several decades, and the events of September 11, 2001 and its consequences.

Understanding World History I is necessary for the student to realize the connection of the United States with the world. Students should come to understand that the United States is not an isolated world of its own. Events which occur throughout the world have a direct impact on the United States, both politically and economically as well as socially. Students cannot understand the history of the United States and its position in the world without having knowledge of World History.

## COURSE DESCRIPTION – WORLD HISTORY I

Students enrolled in World History I at McCann will study World History from the end of World War II to the present. Students will study the consequences of World War II and the factors that contributed to the Cold War. Students will learn about the arms race and the key events of the Cold War era. Students will describe the Chinese Civil War and the triumph of communism in China. Students will explain the establishment of the modern state of Israel in 1948 and the subsequent conflicts between Israel and the Arab world. Students will identify the causes for the decline and collapse of the Soviet Union. Students will summarize the ethnic and religious conflicts in several nations throughout the world. Finally, students will explain the rise of Islamic fundamentalism and the impact of the events of September 11, 2001 on the United States and the world.

## WORLD HISTORY I – COURSE SYLLABUS

World History I, 1945 - present  
Junior year

### Quarter 1:

Consequences of World War II

- physical & economic destruction
- loss of life; soldiers & civilians
- emergence of U.S. and Soviet Union as superpowers

Cold War Era

- Soviet expansion in Eastern Europe
- policy of containment; Truman Doctrine
- Marshal Plan
- NATO; Warsaw Pact
- arms race
- Korean War
- 1956 uprising in Hungary
- Soviet-U.S. competition in the Middle East
- conflicts involving Cuba and Berlin
- Vietnam War
- arms control agreements
- Soviet war in Afghanistan

### Quarter 2:

China

- rise of Mao Tse-tung
- communist Revolution in 1949
- Great Leap Forward
- Cultural Revolution
- Tiananmen Square demonstration in 1989
- China's economic modernization and growth in world trade

Modern State of Israel

- establishment of Israel in 1948
- invasion of Israel by Arab nations
- 1967 and 1973 wars between Israel and Arab states
- attempts at peace between Palestinians and Israelis

Quarter 3:

Soviet Union

- causes for decline and collapse of Soviet Union
- weaknesses of the Soviet economy
- Soviet military commitments
- policies of Ronald Reagan

Ethnic & Religious conflicts

- the Balkans
- Rwanda

Quarter 4:

Islamic Fundamentalism

- Iranian Revolution
- defeat of Soviet Union in Afghanistan
- Persian Gulf War
- increase in terrorist attacks against the United States

September 11, 2001

- causes
- United States' response

Massachusetts History and Social Science Curriculum Framework  
 Learning Standards for World History I

Course Curriculum Topic	Standard
Cold War Era	<p><b>WHII.28</b> Explain the consequences of World War II.</p> <p><b>WHII.30</b> Summarize the factors that contributed to the Cold War, including Soviet expansion in Eastern Europe and the differences between democracy and communism.</p> <p><b>WHII.31</b> Describe the policy of containment, including the Truman Doctrine, the Marshall Plan, and NATO, as America's response to Soviet expansionist policies.</p> <p><b>WHII.32</b> Describe the development of the arms race and the key events of the Cold War era..</p>
China	<p><b>WHII.33</b> Describe the Chinese Civil War, the rise of Mao Tse-tung, and the triumph of the Communist Revolution in China in 1949.</p>
	<p><b>WHII.34</b> Identify the political and economic upheavals in China after the Chinese Revolution.</p>
Israel	<p><b>WHII.39</b> Explain the background for the establishment of the modern state of Israel in 1948, and the subsequent military and political conflicts between Israel and the Arab world.</p>
Soviet Union	<p><b>WHII.40</b> Identify the causes for the decline and collapse of the Soviet Union and the communist regimes of Eastern Europe.</p>
Ethnic & Religious conflicts	<p><b>WHII.43</b> Identify the sources of ethnic and religious conflicts in the following nations and regions: the Balkans, Rwanda and others.</p>
Islamic Fundamentalism	<p><b>WHII.47</b> Explain the rise and funding of Islamic fundamentalism in the last half of the 20<sup>th</sup> century and identify the major events and forces in the Middle East over the last several decades.</p> <p><b>WHII.48</b> Describe America's response to and the wider consequences of the September 11, 2001 terrorist attack on the</p>

	World Trade Center in New York City and the Pentagon in Washington D.C.
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Vocational/Technical Education Curriculum Frameworks  
Strand 4: Employability

	<b>Strand</b>
4.A.08a	Demonstrate employability skills needed to get and keep a job.
4.B.01a	Apply strategies to enhance effectiveness of all types of communications in the workplace.
4.B.03a	Locate information from books, journals, magazines, and the Internet.
4.B.04a	Apply basic writing skills to work-related communication.
4.B.10a	Lead formal and informal group discussions.
4.B.12a	Apply active listening skills to obtain and clarify information.
4.C.01a	Demonstrate skills used to define and analyze a given problem
4.C.02a	Explain the importance and dynamics of individual and teamwork approaches of problem solving
4.D.01a	Identify time management and task prioritization skills
4.D.03a	Demonstrate willingness to learn and further develop skills
4.D.04a	Demonstrate self-management skills
4.D.09a	Explain the importance of taking pride in work accomplished and extrinsic and intrinsic motivators that can be used to increase pride
4.D.10a	Value the importance of professionalism, including reliability, honesty, responsibility, and ethics

Course Assessment Plan:

Students will be expected to complete homework assignments which generally include reading a section in the textbook, answering questions, or completing a worksheet. Students will take a quiz after each section and a test after each chapter. Quizzes and tests may consist of matching, multiple choice, open response (short answer), essay, maps. Map work will also be required, including labeling, shading. Students may also be required to complete projects and oral presentations. Attendance and participation in class activities will be required on a daily basis.

Grading Policy: (per Student/Parent Handbook)

70%

- tests
- quizzes
- projects
- portfolios
- research papers
- oral presentations

30%

- attendance
- participation
- class assignments
- homework
- notebook
- effort

Final Grade

- final grade will be determined by taking the average of the four quarter grades

## VALIDATED COMPETENCY LISTING

According to the Certificate of Occupational Proficiency Employability Skills, students demonstrate the following competencies by:

- 1) Communication and Literacy: reading textbook and primary sources, answering open-response questions, engaging in discussions and debates.
- 2) Organizing and Analyzing Information: interpreting maps, graphs, charts, political cartoons.
- 3) Problem Solving: cooperative learning.
- 4) Using Technology: use of computer for research.
- 5) Completing Entire Activities: completing assignments, including homework, group work, projects, maps
- 6) Acting Professionally: classroom rules require students to be punctual, respectful, fully prepared for work.
- 7) Interacting With Others: cooperative learning, work effectively with peers on group assignments, including appropriate etiquette during class discussions.
- 8) Understanding All Aspects of the Industry: not applicable.
- 9) Taking Responsibility for Career and Life Choice: must demonstrate a willingness to learn and complete assignments on time.
- 10) Character: class rules will focus on individual responsibility and will not tolerate dishonesty of any kind.

## PERFORMANCE STANDARDS

The following rubric explains the necessary requirements students need to complete to achieve each grade level.

A (90+)	Demonstrates thorough knowledge of subject matter through test scores and completed assignments.
B (80+)	Demonstrates adequate knowledge of subject matter through test scores and completed assignments.
C (70+)	Demonstrates some knowledge of subject matter through test scores and completes some assignments.
D (65+)	Demonstrates little knowledge of subject matter through test scores and completes few assignments.
F (below 65)	Demonstrates very little to no knowledge of subject matter through test scores and fails to complete assignments.

## COMPETENCY REPORTING SYSTEM

Quarter 1: Students will be required to take periodic quizzes and tests on topics dealing with the Cold War Era. Homework assignments will also be assigned to prepare students for the class discussion. A short project linking the Cold War with current events may also be required.\*

Quarter 2: Students will be required to take tests on the rise of Communist China and its consequences and the formation of the modern state of Israel and its impact on the Middle East, as well as periodic quizzes and homework assignments. A project connecting either China or the Middle East to modern events may be assigned.\*

Quarter 3: Students will be required to take a test on the decline and collapse of the Soviet Union and the ethnic and religious conflicts in the world in recent history, as well as periodic quizzes and homework assignments. A project dealing with U.S.-Russian relations today or religious/ethnic conflicts in the world may be assigned.\*

Quarter 4: Students will be required to take tests on Islamic Fundamentalism as well as periodic quizzes and homework assignments. A project concerning the impact of Islamic fundamentalism on the world today may be required.\*

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\*these are examples of projects which may be assigned.

Tests will consist of multiple choice, matching, and open-response questions.

At the half-way point of each quarter, all students will be issued progress reports.

Report cards will be issued at the end of each quarter.

Grades/assessments will be maintained with the use of a computerized program. The grades are accessible to the student as well as parent and guardian of the student.

### HONORS:

Assessments for students enrolled in the honors program will be more stringent.

Quizzes and test will consist predominantly of open response questions requiring the use of critical thinking skills and analysis of key events.

## INSTRUCTIONAL ACTIVITIES:

The history department will incorporate the following instructional activities in the curriculum:

- reading text – World History: Connections To Today – Prentice Hall  
World History: The Modern Era - Glencoe McGraw-Hill
- readings from primary sources (including but not limited to)
  - \*Winston Churchill’s “The Iron Curtain” speech (1941)
  - \*Andrei Sakharov, “Peace, Progress, and Human Rights,” speech (1975)
  - \*Lech Walesa, Nobel Prize Lecture (1983)
  - \*Fang Lizhe, “Human Rights in China,” speech (1989)
  - \*Salman Rushdie, “In Good Faith,” essay (1989)
- lecture
- powerpoints
- class and small group discussion

## RESOURCES

### Printed material:

#### Text:

World History: Connections To Today

World History: The Modern Era

#### Primary Documents: (including but not limited to)

\*Winston Churchill's "The Iron Curtain" speech (1941)

\*Andrei Sakharov, "Peace, Progress, and Human Rights," speech (1975)

\*Lech Walesa, Nobel Prize Lecture (1983)

\*Fang Lizhe, "Human Rights in China," speech (1989)

\*Salman Rushdie, "In Good Faith," essay (1989)

### Audiovisual:

Hotel Rwanda

Black Hawk Down

Inside 9/11

### Special Equipment:

Overhead projector

DVD/VCR/TV

computer

LCD projector

WORLD HISTORY II  
Grade 12 History

Northern Berkshire Regional School District  
McCann Technical School  
70 Hodges Crossroad  
North Adams, MA 01247

## COURSE PHILOSOPHY – WORLD HISTORY II

Senior year, students will take World History II with a concentration on current events.

Topics may include the wars in Iraq and Afghanistan, the economy, and environmental issues. Students will use media such as newspapers, magazines, television, and the internet to obtain an understanding of current events and their impact on our society.

It is imperative for students to have an understanding of modern world history to comprehend the history of the United States today. The United States is not isolated from the world, and to fully appreciate its modern history, students need to have knowledge of world events.

## COURSE DESCRIPTION – WORLD HISTORY II

Students enrolled in World History II at McCann will study current events. Topics will be determined by actual events as they are happening now. To prepare students to study current events the first quarter will consist of a research project of key events which happened during the student's lifetime. Possessing this background information will help prepare students to better comprehend current events and the research skills acquired will allow students to transition from "textbook" learning to gathering the information on world events from newspapers, magazines, and the internet.

Topics studied in the second, third and fourth quarters will be determined by events that are happening in the world at the present time. Subject areas may be political, economic, social, environmental or a combination of all areas.

WORLD HISTORY II – COURSE SYLLABUS

World History II, present day events

Senior year

Quarter 1:

Timeline Research Project

Quarter 2, 3, 4:

Topics to be determined by current world events

Massachusetts History and Social Science Curriculum Framework

Learning Standards for World History II

(will vary depending on current events)

Movements for Democracy	<b>WHII.38</b> Describe the development and goals of nationalist movements in Africa, Asia, Latin America, and the Middle East, including the ideas and importance of nationalist leaders.
Conflict in the Middle East	<b>WHII.39</b> Explain the background for the establishment of the modern state of Israel in 1948, and the subsequent military and political conflicts between Israel and the Arab world.
Ethnic and Religious Conflict	<b>WHII.43</b> Identify the sources of ethnic and religious conflicts.
Terrorism	<b>WHII.47</b> Explain the rise and funding of Islamic fundamentalism in the last half of the 20 <sup>th</sup> century and identify the major events and forces in the Middle East over the last several decades. <b>WHII.48</b> Describe America’s response to and the wider consequences of the September 11, 2001 terrorist attack on the World Trade Center in New York City and the Pentagon in Washington, D.C.
America and World Events	<b>USII.33</b> Analyze the course and consequences of America’s recent

	<p>diplomatic initiatives.</p> <p><b>USG.4.1</b> Describe how the world is divided politically, and give examples of the ways nation states interact, including trade, tourism, diplomacy, treaties, and agreements, and military action.</p> <p><b>USG.4.2</b> Analyze reasons for conflict among nation states, such as competition for resources and territory, differences in system of government, and religious or ethnic conflicts.</p> <p><b>USG.4.8</b> Use a variety of sources, including newspapers, magazines, and the internet to identify significant world political, demographic, and environmental developments. Analyze ways that these developments may affect United States foreign policy in specific regions of the world.</p> <p><b>USG.4.9</b> Evaluate, take, and defend a position about whether or not the United States should promote the spread of democracy throughout the world, or in certain parts of the world, or not at all.</p>
United Nations and World Events	<b>USG.4.7</b> Explain and evaluate participation by the United States government in international organizations.

Vocational/Technical Education Curriculum Frameworks  
Strand 4: Employability

	<b>Strand</b>
4.A.08a	Demonstrate employability skills needed to get and keep a job.
4.B.01a	Apply strategies to enhance effectiveness of all types of communications in the workplace.
4.B.03a	Locate information from books, journals, magazines, and the Internet.
4.B.04a	Apply basic writing skills to work-related communication.
4.B.10a	Lead formal and informal group discussions.
4.B.12a	Apply active listening skills to obtain and clarify information.

4.C.01a	Demonstrate skills used to define and analyze a given problem
4.C.02a	Explain the importance and dynamics of individual and teamwork approaches of problem solving
4.D.01a	Identify time management and task prioritization skills
4.D.03a	Demonstrate willingness to learn and further develop skills
4.D.04a	Demonstrate self-management skills
4.D.09a	Explain the importance of taking pride in work accomplished and extrinsic and intrinsic motivators that can be used to increase pride
4.D.10a	Value the importance of professionalism, including reliability, honesty, responsibility, and ethics

Course Assessment Plan:

Students will be expected to read handout materials and demonstrate their comprehension by answering questions. Students will be required to complete both short term and long term projects using resources such as the internet and newspapers. Students will work at times individually but also in teams. Oral presentations, in the form of powerpoints (but not limited to) will be required. Attendance and participation in class activities, including debates and discussion, will be required on a daily basis by all students.

Grading Policy: (per Student/Parent Handbook)

70%

- tests
- quizzes
- projects
- portfolios
- research papers
- oral presentations

30%

- attendance
- participation
- class assignments
- homework
- notebook
- effort

Final Grade

- final grade will be determined by taking the average of the four quarter grades

## VALIDATED COMPETENCY LISTING

According to the Certificate of Occupational Proficiency Employability Skills, students demonstrate the following competencies by:

- 1.) Communication and Literacy: reading textbook and primary sources, answering open-response questions, engaging in discussions and debates.
- 2) Organizing and Analyzing Information: interpreting maps, graphs, charts, political cartoons.
- 3) Problem Solving: cooperative learning.
- 4) Using Technology: use of computer for research.
- 5) Completing Entire Activities: completing assignments, including homework, group work, projects, maps.
- 6) Acting Professionally: classroom rules require students to be punctual, respectful, fully prepared for work.
- 7) Interacting With Others: cooperative learning, work effectively with peers on group assignments, including appropriate etiquette during class discussions.
- 8) Understanding All Aspects of the Industry: not applicable.
- 9) Taking Responsibility for Career and Life Choice: must demonstrate a willingness to learn and complete assignments on time.
- 10) Character: class rules will focus on individual responsibility and will not tolerate dishonesty of any kind.

## PERFORMANCE STANDARDS

The following rubric explains the necessary requirements students need to complete to achieve each grade level.

A (90+)	Demonstrates thorough knowledge of subject matter through test scores and completed assignments.
B (80+)	Demonstrates adequate knowledge of subject matter through test scores and completed assignments.
C (70+)	Demonstrates some knowledge of subject matter through test scores and completes some assignments.
D (65+)	Demonstrates little knowledge of subject matter through test scores and completes few assignments.
F (below 65)	Demonstrates very little to no knowledge of subject matter through test scores and fails to complete assignments.

## COMPETENCY REPORTING SYSTEM

Quarter 1: Students will be required to research and submit a timeline project incorporating the key political, economic, and social events which have occurred during their lifetime.

Quarter 2, 3, 4: Students will be required to complete questions pertaining to specific readings. Students will be expected to do research projects culminating in a product which may be in the form of a powerpoint, poster, research paper, map, journal, pamphlet, brochure, news article, and any other type format depending on the topic. Students may be assigned to work individually or as a team. Oral presentations and class discussions will be required of all students. Project topics will be determined by current world events. (previous topics have included terrorism, environmental damage, unrest in the Middle East, gun control laws)

At the half-way point, all students will be issued progress reports.

Report cards will be issued at the end of each quarter.

Grades/assessments will be maintained with the use of a computerized program. The grades are available to the student as well as parent and guardian of the student.

## INSTRUCTIONAL ACTIVITIES

The history department will incorporate the following instructional activities in the curriculum:

- powerpoint
- handout readings (sources: newspapers, magazines, internet)
- izzit.org
- class & small group discussion
- videos
- movie clips

## RESOURCES

### Printed material:

Newspapers: including, but not limited to

- New York Times
- Boston Globe
- USA Today
- Berkshire Eagle

### Internet sources: including, but not limited to:

- cnn.com
- nytimes.com
- Izzit.org
- aljazeera.com
- youtube.com

### Special Equipment:

Overhead projector  
VCR/TV/DVD  
Computer  
LCD Projector







