

U.S. History 3 Syllabus

RCAS Policies/Procedures

Students will be required to follow all RCAS policies and procedures. To view the RCAS High School Student Handbook, click [handbook](#).

Course Description

This course examines history of the United States from WWII to the present. Students will compare and contrast social, political, and economic forces that impacted the United States during this period. Cause-and-effect understanding of historical moments is emphasized. Students will analyze primary and secondary documents that have shaped America's current era.

Grading

Points shall be awarded for assignments, projects, quizzes, and tests. Points will be awarded and collected cumulatively throughout the semester.

Grading Scale:

A 90-100% B 80-89% C 70-79% D 60-69% F Below 60%

Textbook

Lapsansky-Werner, Emma, Peter Levy, Randy Roberts, and Alan Taylor. *United States History*. Boston: Pearson, 2016.

Reading

Course textbook and primary source documents, such as the U.S. Constitution, Ronald Reagan's "Remarks at the Brandenburg Gate" (1987) and Martin Luther King Jr.'s "I Have a Dream" speech (1963)

Instructional Resources

- Savvas, Canvas, YouTube, EdPuzzle, Stanford History Education Group, Kahoot, Blooket, Khan Academy, Women & the American Story, Docs Teach, Students of History, Street Law, History.com, PBS, Content relevant films,

Essential Questions

- Was World War II inevitable?
- How did the United States contribute to the Allied victory in World War II?
- Was containment an effective policy to thwart communist expansion?

- Did American presidents have good reasons to fight a war in Vietnam?
- Is violence or non-violence the most effective means to achieve social change?
- Was containment an effective policy to thwart communist expansion during the Cold War? Or: Would an expansion of the Marshall Plan to other regions of the world have been a better strategy to stem the spread of communism?
- Has the United States realized the ideals presented in Martin Luther King Jr.'s "I Have A Dream" speech?
- Should a president be permitted to conduct covert foreign policy?
- Did the policies of the Reagan administration strengthen or weaken the United States?
- Were Presidents Reagan and Bush responsible for the collapse of the Soviet Union and the end of the Cold War?
- Should human rights and morality be the cornerstones of United States foreign policy?
- Are peace and stability in the Middle East vital to the United States' economy and national security?
- Should Americans be optimistic about the future?
- Should the president possess broad presidential war powers to ensure the safety and security of the people and interests of the United State even at the expense of public knowledge?

Essential Learning Intentions

- K-12.H.1 - Students will analyze how major events are chronologically connected and evaluate their impact on one another.
- K-12.H.2 - Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources.
- K-12.H.3 - Students will analyze and evaluate historical events from multiple perspectives.
- K-12.H.4 - Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems.
- K-12.H.5 - Students will develop historical research skills.