

HIS0600_202338_Staging_EMBR_TEM

HIS-600

2023 05/01/2023 to 04/30/2024 Modified 03/22/2023

Course Description

This year-long course will provide students with the foundational knowledge necessary to better understand how people and events shaped the United States from Reconstruction to the present. Special attention will be paid to the American presidents who shaped their eras and the accomplishments that they oversaw during their tenure in office. Students will study how politics, religion, the economy, and culture work together to shape the American national identity, all through the lens of a biblical worldview.

Rationale

This history course offers students an examination of the development of the United States. As students investigate the eras and events that have shaped the nation, they will have a deeper understanding of why America looks and functions as it does today.

Course Learning Outcomes

- A. The student will demonstrate skills for historical and geographical analysis and responsible citizenship.
- B. The student will use maps, globes, photographs, pictures, or tables.
- C. The student will demonstrate knowledge of the effects of Reconstruction on American life.
- D. The student will demonstrate knowledge of how life changed after the Civil War.
- E. The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I.
- F. The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century.
- G. The student will demonstrate knowledge of the major causes and effects of American involvement in World War II.
- H. The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present.
- I. The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries.

Course Resources

See Ember's [Systems Requirements](#) for computer specifications necessary to operate this curriculum.

- Note: Embedded YouTube videos may be utilized to supplement Ember's YouTube videos are the property of the respective content creator, licensed to YouTube for distribution and user access. As a non-profit educational institution, Ember is able to use YouTube video content under the YouTube Terms of Service. For additional information on copyright, please contact the [Jerry Falwell Library](#)

Course Policies

Types of Assessments

To simplify and clearly identify which policies apply to which assessment, each assessment has been categorized into one of four categories: Lesson, Assignment, Quiz, or Test. Each applicable item on the course Modules page has been designated with an identifier chosen from among these categories. Thus, a Quiz on the American Revolution may be designated by the title, "1.2.W Quiz: The American Revolution."

- **Lesson:** *Any item on the Modules page designated as a "Lesson"*

These include instructional content and sometimes an assessment of that content. Typically, a Lesson will be the day-to-day work that a student completes.

- **Assignment:** *Any item on the Modules page designated as an "Assignment"*

Typical examples of Assignments include, but are not limited to, papers, book reports, projects, labs, and speeches. Assignments are usually something that the student should do his or her best work on the first time.

- **Quiz:** *Any item on the Modules page designated as a "Quiz"*

This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Quizzes cover a smaller amount of material than Tests.

- **Test:** *Any item on the Modules page designated as a "Test"*

This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Tests cover a larger amount of material than Quizzes.

Materials Selection Policy

Ember curates educational materials that are consistent with the school's philosophy; however, the fallen human condition depicted in literature (as in Scripture itself) is not always pleasant. Valuable works sometimes have objectionable or profane elements. Good books provide four (4) recognized values.

- They build godly attitudes and character traits.
- They deepen our social and cultural awareness.
- They strengthen our use of written language.
- They provide a lifelong source of enjoyment and relaxation.

In order to instill these values in students and fulfill the stated objectives of the school, all Ember students are expected to read and study good books on a regular basis. Recognizing that materials designed for one level may not be appropriate for another, three (3) levels of criteria are applied:

- Elementary materials must contain no objectionable material,
- Objectionable elements in sixth through eighth-grade materials must be limited and must serve a specific educational purpose, and
- Objectionable content may be included in high school materials but must be outweighed by positive literary, curricular, and/or Christian values.

The curriculum department has approved required educational materials for students.

Resubmission Policy

Students are expected to submit their best work on the first submission for every Lesson, Assignment, Quiz, and Test. However, resubmissions may be permitted in the following circumstances:

- **Lesson:** Students are automatically permitted two attempts on a lesson. Students may freely resubmit for their first two attempts without the need for teacher approval.

If a student feels that he or she deserves a resubmission on a Lesson, Assignment, Quiz, or Test due to a technical issue such as a computer malfunction, the student should message his or her teacher to make the request. With Ember, the teacher may be a

physical school teacher or the student's parent/guardian. The teacher can give another attempt from his or her Canvas account. For more information on how to do this, please review the Ember orientation course.

Schedule

Module 1: Geography of the United States

- Week 1: Geography of the United States
- Week 2: Geography of the United States Assessments

Module 2: Reconstruction

- Week 3: Reconstruction
- Week 4: Reconstruction (continued)

Module 3: Westward Expansion

- Week 5: Westward Expansion
- Week 6: Westward Expansion (continued)
- Week 7: Project: Reasons for Westward Expansion
- Week 8: Test: Reconstruction & Westward Expansion
- Week 9: 9-Week Exam

Module 4: The Industrial Revolution & the Gilded Age

- Week 10: The Industrial Revolution
- Week 11: The Gilded Age
- Week 12: Test: The Industrial Revolution & the Gilded Age

Module 5: Imperialism & World War

- Week 13: The Spanish-American War
- Week 14: Project: Looking at the Spanish-American War
- Week 15: The Spanish-American War (continued) & The Great War
- Week 16: The Great War (continued)
- Week 17: Test: Imperialism & World War
- Week 18: 18-Week Exam

Module 6: The Roaring Twenties

- Week 19: Introduction to the Roaring 20s & the Great Depression
- Week 20: The Roaring 20s
- Week 21: Anne Spencer Project
- Week 22: The Great Depression
- Week 23: Test: The 1920s & the Great Depression

Module 7: World War II

- Week 24: World War II
- Week 25: World War II (continued)
- Week 26: Test: World War II
- Week 27: 27-Week Exam

Module 8: The Cold War

- Week 28: Introduction to the Cold War
- Week 29: The 1950s & 1960s
- Week 30: Introduction to the 1970s & 1980s
- Week 31: The 1970s & 1980s

- Week 32: Project: Cold War Museum Exhibit

Module 9: The Turn of the Millennium

- Week 33: Introduction to the 1990s & 2000s
- Week 34: The 1990s & 2000s
- Week 35: Test: America Since World War II
- Week 36: 36-Week Review