

# US History

## HIS-1100

2022 07/01/2022 to 06/30/2023 Modified 04/22/2022

### Course Description

This course provides an overview of American History from early exploration to the present. It will examine the development of the American republic with special attention paid to the political, intellectual, economic and cultural influences on the development of the United States as an exceptional nation in a global context.

### Rationale

United States History offers students a deeper examination of the development of the nation from its earliest foundations. Knowledge of the ways in which America changed politically, culturally, economically, and socially over the course of four centuries will provide students with a deeper understanding of why America looks and functions as it does today. The study of the nation in a global context will allow students to see America as a component of the global environment and develop the necessary understanding for good citizenship.

#### Prerequisite

None

### Measurable Learning Outcomes

- A. The student will identify major people, influences, and events concerned with exploration and settlement of British North America.
- B. The student will describe the political, economic, religious, and intellectual characteristics of individual colonial settlements and regions from 1607 to 1776.
- C. The student will analyze the developments that led to the American Revolution and identify key ideas, individuals, and events from the Revolutionary Era.
- D. The student will examine the political, cultural, social, and economic changes caused by the advent of the Industrial Revolution.
- E. The student will discuss the social, cultural, and political influences that led to sectionalism in nineteenth-century America.
- F. The student will identify the underlying causes of the American Civil War as well as the key people, places, and events of the conflict.
- G. The student will describe the results of the American Civil War and the effects it had on separate sections of the United States.
- H. The student will identify the factors leading to the two World Wars and America's primary contributions to each in terms of people, ideas, material, and policy.
- I. The student will outline the key issues in American politics from the twentieth and twenty-first centuries including the New Deal and the rise of the social welfare state.
- J. The student will evaluate and analyze primary source documents from American history.

#### Biblical Integration Outcomes

- A. The student will describe the biblical rationale for the actions of man in a historical context.
- B. The student will describe the foundations of the American republic in relation to Judeo-Christian principles and the teachings of the Bible.
- C. The student will evaluate the changing role of the Christian faith as it relates to national and world events and the truth of the Bible.

### Course Resources

See LUOA's [Systems Requirements](#) for computer specifications necessary to operate LUOA curriculum. Also view [Digital Literacy Requirements](#) for LUOA's expectation of users' digital literacy.

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

## Scripture Attribution

- Grades 7-12: All Scripture quotations, unless otherwise indicated, are from the ESV<sup>®</sup> Bible (The Holy Bible, English Standard Version<sup>®</sup>), copyright © 2001 by Crossway, a publishing ministry of Good News Publishers. Used by permission. All rights reserved. May not copy or download more than 500 consecutive verses of the ESV Bible or more than one half of any book of the ESV Bible.

## Policies

Students are accountable for all information in the [Student Handbook \(https://www.liberty.edu/online-academy/wp-content/uploads/2021/11/LUOA-Student-Handbook.pdf\)](https://www.liberty.edu/online-academy/wp-content/uploads/2021/11/LUOA-Student-Handbook.pdf). Below are a few policies that have been highlighted from the Student Handbook.

## Course Grading Policies

The student's grades will be determined according to the following grading scale and assignment weights. The final letter grade for the course is determined by a 10-point scale. Assignments are weighted according to a tier system, which can be referenced on the Grades page in Canvas. Each tier is weighted according to the table below. Items that do not affect the student's grade are found in Tier 0.

Grading Scale		Assignment Weights	
A	90-100%	Tier 0	0%
B	80-89%	Tier 1	25%
C	70-79%	Tier 2	35%
D	60-69%	Tier 3	40%
F	0-59%		

In order for students to receive credit for a course, the following conditions have to be met:

- All semester exams and module tests have to be completed.
- All Tier 3 projects or papers have to be completed.
- Fewer than 10 zeros exist in the gradebook for blank submissions in a full credit course and 5 zeros for blank submissions in a semester course.

## 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." These identifiers were placed on the Modules page to help students understand which Resubmission and Honor Code policies apply to that assessment (see the Resubmission Policy and Honor Code Policy below for further details).

- **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.

## 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.
- **Assignment:** Students should do their best work the first time on all Assignments. However, any resubmissions must be completed before the student moves more than one module ahead of that Assignment. For example, a student may resubmit an Assignment from Module 3 while in Module 4, but not an Assignment from Modules 1 or 2. High School students may not resubmit an Assignment without expressed written permission from the teacher in a comment.
- **Quiz:** Students may NOT resubmit for an increased grade.
- **Test:** Students may NOT resubmit for an increased grade.

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.

## Honor Code Policy

Every time a student violates the Honor Code, the teacher will submit an Honor Code Incident Report. The Student Support Coordinator will review the incident and allocate the appropriate consequences. Consequences, which are determined by the number of student offenses, are outlined below:

- **Warning:** This ONLY applies to high school Lessons and elementary/middle school Assignments and Lessons. Students should view these actions as learning opportunities.
  - **Lessons:** A zero will be assigned for the question only.
  - **Elementary/Middle School Assignment:** The student must redo his or her work; however, the student may retain his or her original grade.
- **1st Offense:**
  - **Lesson, Quiz, or Test:** The student will receive a 0% on the entire assessment.
  - **Assignment:** The student will either:
    - Receive a 0% on the original assignment
    - Complete the Plagiarism Workshop
    - Retry the assignment for a maximum grade of 80%
- **2nd Offense:** The student will receive a 0% and be placed on academic probation.
- **3rd Offense:** The student will receive a 0% and the Director of Faculty will determine the consequences that should follow, possibly including withdrawal from the course or expulsion from the academy.

## Materials Selection Policy

LUOA 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 LUOA 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.

## Schedule

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### Module 1: Colonial America

- Exploration & Early Settlement
- British Colonial America
- 18<sup>th</sup> Century British America

### Module 2: From Colonies to Nation

- The American War for Independence
- US Government & the First Presidents
- The War of 1812 & the Era of Good Feelings

### Module 3: The American Republic

- The Slavery Question & the Democratization of America
- Jacksonian America

### Module 4: Manifest Destiny & American Reform

- Manifest Destiny, Industrialization, & the Second Great Awakening
- Women, Family, & Reform

### Module 5: The American Civil War

- The Compromise of 1850, the Election of 1860, & the South Secedes
- The Civil War
- Radical Reconstruction

### Module 6: Populism, Progressivism, & Imperialism

- The New South, the Old West, & Big Business
- Labor, Populism, & Progressivism
- American Imperialism

### Module 7: Europe's Great War

- Europe's Great War

### Module 8: The Roaring Twenties & the Great Depression

- The Roaring Twenties & the Great Depression
- The New Deal
- Culture in the Great Depression

## Module 9: World War II

- World War II: The Early Years
- World War II: The War
- World War II: The End of War

## Module 10: Modern America

- The Cold War & Civil Rights
  - The 1960s
  - The Late 20<sup>th</sup> Century
  - The New Millennium
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