

Unit 1: Introduction and Discovery and Colonization (Ch. 1-4)  
 2 weeks  
 SS11:1, SS11:2, SS11:3, SS11:4, SS11:5, SS11:7

**Essential Biblical Worldview Questions**

1. What assumptions about humanity lie behind the exploration and colonization of America
2. How did their view of the future influence the Puritan's ideas

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> <li>• Identify and locate the original 13 colonies</li> <li>• overview the course purpose, including a Biblical understanding of history</li> <li>• identify key individuals from America's settlement</li> <li>• identify the European events and personalities that led to the exploration and colonization of the US</li> <li>• evaluate England's colonization practices in America (in comparison to French and Spanish practices) – including their Native American relationships</li> <li>• identify the colonial foundations to the creation of the US's government</li> <li>• compare the formational differences between the New England, Middle, and Southern colonies</li> <li>• discuss religions' influence on the formation and development of the US</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture &amp; Power Point</li> <li>• Discussion – the founding of each of the original 13 Colonies including Religious reasons, etc.</li> <li>• Group Project (3-5 students per group) topics: Occupation, Society, Education Religion, Clothing Government</li> <li>• Visit Cemetery and Discuss the historical events those individuals lived through</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook: Bob Jones' <i>United States History for Christian Schools</i> p. 1-83 (Ch. 1-4)</li> <li>• Colonial Williamsburg Website</li> <li>• Teacher designed power point: Settling America</li> <li>• Houghton Mifflin Company's <i>Making America: A History of the United States</i></li> <li>• Bibles</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in class discussions and group activities</li> <li>• Life In Colonial America Group Project – Teacher designed rubric</li> <li>• Ch. 1 Outline (pg 12 – 17)</li> <li>• Ch. 2 Outline</li> <li>• Teacher-made test &amp; Periodic Pop-Quizzes</li> </ul>

Unit 2: From Colony to Country (Ch. 5-6)

5 weeks

SS11:1, SS11:2, SS11:3, SS11:4, SS11:5, SS11:7, SS11:9

Essential Biblical Worldview Questions

1. What biblical truths must be brought into the picture in order to make our understanding of the American War for Independence complete?
2. What assumptions about humanity lie behind the American revolution?
3. What special challenges were there for Christians with respect to the American revolution?
4. What rights do people have with respect to government?
5. How does the Declaration of Independence relate to the biblical idea of freedom?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> <li>• identify the causes, compare the contestants, and evaluate the results of the French and Indian War</li> <li>• Explain how the French &amp; Indian War led to American Independence</li> <li>• analyze primary documents</li> <li>• describe the development of nationalism during the colonial and revolutionary eras</li> <li>• trace the political, economic, and military paths to Independence</li> <li>• identify the colonial grievances</li> <li>• analyze and explain the philosophy of the Declaration of Independence</li> <li>• evaluate the justifications for the Declaration of Independence and Revolutionary War, from a Biblical perspective</li> <li>• identify both deistic/ Enlightenment and Biblical influences on the Founding Fathers</li> <li>• identify the causes of the American victory in the War of Independence</li> <li>• Re-create key battles</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture &amp; Power Point</li> <li>• Video Sheets for <i>The War that Made America Video</i></li> <li>• Discussion (Biblical responses to political oppression and “Should a Christian sign the Declaration?”)</li> <li>• Video Sheets for <i>Liberty!</i></li> <li>• Class discussion and student analysis of primary sources - Preston’s Boston Massacre account, Percy’s account of Concord and Lexington, “The Declaration of Independence”, DBQ 3</li> <li>• Facebook Project</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook: Bob Jones’ <i>United States History for Christian Schools</i> p. 84-131 (Ch. 5-6) Appendix p. 660 - 661</li> <li>• <i>Document-Based Assessment Activities for U.S. History Classes</i> by J. Weston Walch, Publisher (DBQ 3)</li> <li>• Primary Sources: <i>Boston Massacre, Boston Tea Party, On Lexington Green</i></li> <li>• <i>Declaration of Independence</i></li> <li>• Teacher Designed Power Point – <i>The French and Indian War, The Road to Independence, The War for Independence</i></li> <li>• PBS video – <i>The War that Made America; Liberty!</i></li> <li>• Colonial Williamsburg Video – <i>The Story of a Patriot</i></li> <li>• Bibles</li> <li>• Houghton Mifflin Company’s <i>Making America: A History of the United States</i></li> </ul>	<ul style="list-style-type: none"> <li>• Participation in class discussions and group activities</li> <li>• Ch. 5 Outline</li> <li>• Ch. 6 Outline</li> <li>• French and Indian War maps</li> <li>• Primary Source paragraphs</li> <li>• Ch. 6 timeline</li> <li>• Responses to questions on video guides</li> <li>• DBQ 3 Essays</li> <li>• Teacher-made test</li> <li>• Facebook Project</li> </ul>

Unit 3: Washington D.C. Trip  
3 days  
SS11:1, SS11:5, SS11:6, SS11:7

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> <li>• visualize the US government in action</li> <li>• appreciate the sacrifices of the US armed forces and recognize the variety of historic military experiences</li> <li>• visualize the specific, primary source documented horrors of the Holocaust</li> <li>• develop a visual context for their continued study of US History and Government</li> <li>• appreciate the beauty, diverse attractions, and creativity of the US's capital city</li> <li>• develop greater class unity</li> <li>• develop better rapport with the teachers/advisors/principal who chaperone</li> </ul>	<ul style="list-style-type: none"> <li>• Evening tour of monuments (Lincoln, Vietnam, Korea, Jefferson, FDR)</li> <li>• Morning tour of Arlington National Cemetery (often planned to coincide with Veterans' Day)</li> <li>• Possible White House Tour</li> <li>• Capitol, with possible observation of House or Senate in action</li> <li>• Supreme Court, with informative speech</li> <li>• Holocaust Museum with scheduled introduction</li> <li>• Washington Monument with tickets</li> <li>• Free time at the Smithsonian</li> <li>• Other random sights, depending on time and traffic – Ford's Theater, Marine monument, Chinatown, eating at Union Station, visiting the Mall, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Mr. Law's expertise and many years of scheduling</li> <li>• Miscellaneous books in the school library – Holocaust Museum guidebook, God in the Capitol, the Bob Jones' government textbook, etc.</li> <li>• Tourist information provided by all of the locations visited</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in class and individual discussions</li> </ul>

Unit 4: Federal Republic to the Jeffersonian Era (Ch. 7-9)

3 ½ weeks

SS11:1, SS11:2, SS11:3, SS11:4, SS11:5, SS11:6, SS11:7

Essential Biblical Worldview Questions

1. What biblical truths must be brought into the picture in order to make our understanding of the Constitution complete?
2. What assumptions about humanity lie behind the American Constitution?
3. What rights do people have with respect to government?
4. How does the Constitution relate to the biblical idea of freedom?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> <li>• identify and explain weaknesses in the Articles of Confederation</li> <li>• identify key components of the Constitution</li> <li>• explain the compromises made by the Constitutional Convention</li> <li>• explain key events and precedents of Washington’s Administration</li> <li>• identify and explain the importance of the Alien &amp; Sedition Acts, the Kentucky and Virginia Resolutions</li> <li>• explain the origins of the states right’s issues</li> <li>• identify key individuals 1784 – 1816</li> <li>• explain the importance of the Louisiana Purchase</li> <li>• explain the causes and results of the War of 1812</li> <li>• identify the Monroe Doctrine</li> <li>• identify <i>Marbury v. Madison</i> and <i>McCullough v. Maryland</i> and explain their importance</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture &amp; Power Point</li> <li>• Discussion based on the lecture.</li> <li>• PBS Video – <i>The American President: Washington, Adams, Jefferson, Madison, Monroe</i></li> <li>• Teacher designed Constitution Worksheet</li> <li>• Teacher designed worksheets for History Channel Video – <i>The War of 1812</i></li> </ul>	<ul style="list-style-type: none"> <li>• Textbook: Bob Jones’ <i>United States History for Christian Schools</i> p. 132-191 (Ch. 7-9)</li> <li>• J. Weston Walch DBQ 5</li> <li>• PBS video – <i>The Presidents; Liberty! (part 6)</i></li> <li>• National Geographic Video – <i>The Adventure of Lewis &amp; Clark</i></li> <li>• History Channel Video – <i>The War of 1812</i></li> <li>• Bibles</li> <li>• Houghton Mifflin Company’s <i>Making America: A History of the United States</i></li> <li>• Teacher Designed Power Points: <i>The Early Years, Washington Administration, War of 1812</i></li> </ul>	<ul style="list-style-type: none"> <li>• Participation in class discussions and group activities</li> <li>• Ch. 7 Outline</li> <li>• Ch. 8 Outline</li> <li>• Ch. 9 Outline</li> <li>• Completion Constitution worksheet</li> <li>• Responses to questions on video guide</li> <li>• DBQ 5 responses</li> <li>• Teacher-made test</li> </ul>

Unit 5: Jacksonian Democracy, Ante-Bellum Culture & Manifest Destiny (Ch. 10-12)

3 ½ weeks

SS11:1, SS11:2, SS11:3, SS11:4, SS11:6, SS11:7, SS11:8

Essential Biblical Worldview Questions

1. What biblical truths must be brought into the picture in order to make our understanding of American expansion complete?
2. What assumptions about humanity lie behind Manifest Destiny?
3. What are biblically acceptable goals or objectives for national expansion?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> <li>• Explain the conflicts of the Election of 1824</li> <li>• Explain the Missouri Compromise and its purpose</li> <li>• Identify and explain the issues and events of Jackson’s administration (Nullification, Trail of Tears, National Bank)</li> <li>• Identify key individuals of the period (historical, inventors, authors, reformers, artists, and musicians)</li> <li>• Explain the role and importance of the underground railroad</li> <li>• Analyze some of the changes in American culture during the early 1800’s</li> <li>• Identify key works by authors and artists</li> <li>• Explain the Concept of Manifest Destiny</li> <li>• Identify the causes, people, and battles of the War with Mexico</li> <li>• Explain the importance of John Tyler’s Presidency</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture &amp; Power Point</li> <li>• Discussion (Jacksonian Democracy, States’ rights, Seneca Rights Convention, modern examples of Transcendentalism, and Biblical meaning of “revival”)</li> <li>• Class discussion and student analysis of primary sources – DBQ 7</li> <li>• Video Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook: Bob Jones’ <i>United States History for Christian Schools</i> p. 192-257(Ch. 10-12)</li> <li>• J. Weston Walch DBQ 7</li> <li>• Teacher Designed Power Points: <i>Events 1815-1840, Changing Times In America, Manifest Destiny</i></li> <li>• Houghton Mifflin Company’s <i>Making America: A History of the United States</i></li> <li>• PBS video – <i>The Presidents (Adams, Jackson, Van Buren, Harrison, Tyler, Polk, Taylor, Fillmore, Pierce)</i></li> <li>• You Tube – videos of folk music from the early 1800’s</li> <li>• The History Channel Video – <i>The Real West (The Alamo)</i></li> <li>• The History Channel Video – <i>The Underground Railroad</i></li> <li>• PBS Video: <i>Not for Ourselves Alone</i></li> </ul>	<ul style="list-style-type: none"> <li>• Participation in class discussions and group activities</li> <li>• Video Worksheets</li> <li>• DBQ 7 responses</li> <li>• Ch. 10 Outline</li> <li>• Ch. 12 Outline</li> <li>• Teacher-made test</li> </ul>

Unit 6: Civil War & Reconstruction (Ch 13-15)

3 weeks

SS11:1, SS11:2, SS11:3, SS11:4, SS11:5, SS11:6, SS11:7

Essential Biblical Worldview Questions

1. What biblical truths must be brought into the picture in order to make our understanding of the Civil War complete?
2. What special challenges were their for Christians with respect to the Civil War?
3. What about the Civil War and Reconstruction is in harmony/opposition to a biblical view of morality

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> <li>• evaluate slavery as America’s peculiar institution and describe its effects on American society and Southern culture</li> <li>• identify the failed compromises, growing tensions, and escalating violence of the 1850’s</li> <li>• evaluate the Confederacy’s reasons for secession</li> <li>• compare the North and South’s advantages &amp; strategies at the outset of the war</li> <li>• overview the main battles and generals of the Civil War</li> <li>• identify the diplomatic and moral significance of the Emancipation Proclamation and Gettysburg Address</li> <li>• explain the reasons for the Union victory</li> <li>• summarize the results of the Civil War</li> <li>• Analyze the various plans for Reconstruction</li> <li>• Analyze the impact these plans had on the South and the development of politics, the KKK, and Jim Crow Laws</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture &amp; Power Point</li> <li>• Discussion</li> <li>• Video and questions</li> <li>• Civil War Journal</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook: Bob Jones’ <i>United States History for Christian Schools</i> p. 258-349 (Ch. 13,14,15)</li> <li>• Teacher Designed Power Point: <i>The Blue and the Grey, Reconstruction</i></li> <li>• PBS Video – <i>Reconstruction</i></li> <li>• <i>God’s and Generals; Gettysburg</i></li> <li>• The Gettysburg Address</li> <li>• History Channel Video – <i>Civil War</i></li> <li>• “The Battle Hymn of the Republic”</li> <li>• DBQ 8 &amp; 9</li> <li>• Houghton Mifflin Company’s <i>Making America: A History of the United States</i></li> </ul>	<ul style="list-style-type: none"> <li>• Participation in class discussions and group activities</li> <li>• Video guide and participation in related class discussion</li> <li>• Ch. 13 Outline</li> <li>• Ch. 14 Outline</li> <li>• Ch. 15 Outline</li> <li>• Teacher-made test</li> <li>• Civil War Journal</li> </ul>

Unit 7: Industrial Revolution (Ch. 16-18)  
3 weeks  
SS11:3, SS11:4, SS11:5, SS116, SS11:7, SS11:9

Essential Biblical Worldview Questions

1. What biblical truths must be brought into the picture in order to make our understanding of the Industrial Revolution complete?
2. What special challenges were there for Christians with respect to the Industrialization?
3. What about industrialization and progressivism is in harmony/opposition to a biblical view of morality?
4. How does biblical teaching about poverty and wealth relate to the industrial revolution and progressive ideology?
5. What are biblically acceptable goals/objectives for industry and economic growth?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> <li>• Identify major individuals and advancements from the late 1800's (i.e. Robber Barons)</li> <li>• Identify key individuals and events in Americas westward expansion</li> <li>• Analyze the Post-Civil War treatment of the Native Americans by the Government</li> <li>• Analyze key social changes of the period</li> <li>• Identify the causes of the Spanish American War</li> <li>• Analyze America's role in the post Spanish American War world</li> <li>• Define the Progressive Movement</li> <li>• Identify and analyze the objectives of the progressive movement</li> <li>• Explain the purpose and creation of the 16<sup>th</sup> and 17<sup>th</sup> Amendments</li> <li>• Analyze labor relations and the rise and role of Unions</li> <li>• Discuss the economic policies of Woodrow Wilson</li> <li>• Analyze Wilson's view of the Constitution</li> <li>• Compare the religious movement of the Progressive Movement</li> <li>• Discuss the continued push for women's suffrage</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture &amp; Power Points</li> <li>• Discussion (based on lecture)</li> <li>• Video Worksheets</li> <li>• PBS Video – <i>American Presidents (Hayes, Garfield, Arthur, Cleveland, Harrison, McKinley, T. Roosevelt, Taft, Wilson)</i></li> <li>• DBQ</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook: Bob Jones' <i>United States History for Christian Schools</i> p. 350-442 (Ch. 16-18)</li> <li>• J. Weston Walch DBQ 11</li> <li>• PBS Video: <i>Not for Ourselves Alone, American President</i></li> <li>• Disney Film: <i>Newsies</i></li> <li>• History Channel Video – <i>The Real West</i></li> <li>• Houghton Mifflin Company's <i>Making America: A History of the United States</i></li> <li>• Teacher designed Power Points: <i>America's Industrial Giants, Politics of Business and Progressive Era, The Progressives</i></li> <li>• DBQ</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in class discussions and group activities</li> <li>• Ch. 16 Outline</li> <li>• Ch. 17 Outline</li> <li>• Ch. 18 Outline</li> <li>• Journal Project</li> <li>• DBQ 11 essays</li> <li>• Teacher-made test</li> </ul>

Unit 8: WW I, Roaring 20's and Great Depression (Ch. 19-21)  
 1 ½ weeks  
 SS11:2, SS11:3, SS11:4, SS11:6, SS11:7, SS11:8, SS11:9

Essential Biblical Worldview Questions

1. What biblical truths must be brought into the picture in order to make our understanding of the social and economic issues of the time complete?
2. What special challenges were there for Christians with respect to culture during this period?
3. What about WWI, the culture of the 20's or New Deal policies is in harmony/opposition to a biblical view of morality
4. How does biblical teaching about poverty and wealth relate to the market crash and great depression?
5. What are biblically acceptable goals/objectives for military involvement in other nations

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> <li>• Explain the events that led to WW I</li> <li>• Explain America's entrance into the war and Wilson's reasoning</li> <li>• Analyze issues on the home front and identify key opposition to the war</li> <li>• Give a summary of key battles</li> <li>• Explain the results of the treaty of Versailles and its ramifications</li> <li>• describe and evaluate the changing forces in society during the "Roaring '20's" (the arts, morals, etc)</li> <li>• explain causes of the Stock Market Crash and Great Depression</li> <li>• compare Hoover's Trickle Down economic policy to FDR's New Deal</li> <li>• characterize Harding, Coolidge, Hoover, and F.D. Roosevelt's presidencies</li> <li>• analyze primary documents</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture &amp; Power Point</li> <li>• Discussion (based on power point)</li> <li>• PBS Video – <i>American President (Harding, Coolidge, Hoover, FDR)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Textbook: Bob Jones' <i>United States History for Christian Schools</i> p. 444-509 (Ch. 19-21)</li> <li>• Houghton Mifflin Company's <i>Making America: A History of the United States</i></li> <li>• Teacher designed Power Points: <i>WW I, The Roaring 20's and The Great Depression</i></li> <li>• Wilson's Address to Congress April 1917</li> <li>• Wilson's 14 points</li> <li>• PBS Video – <i>American President</i></li> <li>• You Tube: Silent Film Clips, 1920's Music</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in class discussions and group activities</li> <li>• Teacher-made test</li> </ul>



Unit 9: World War II & The 1950's  
 2 ½ weeks  
 SS11:1, SS11:2, SS11:3, SS11:4, SS11:6, SS11:7

Essential Biblical Worldview Questions

1. What special challenges were there for Christians with respect to the Cold War and changing culture?
2. What about WW II is in harmony/opposition to a biblical view of morality
3. What are biblically acceptable goals/objectives for war

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> <li>• identify the main contestants, causes, events, heroes/villans, and results of WWII (for the US and the World)</li> <li>• describe the US's transformation from isolation to ally during the 30's and early 40's</li> <li>• describe the US homefront during WWII</li> <li>• evaluate Truman's decision to drop the A-bomb and FDR's decision to create Japanese-American internment camps</li> <li>• define and describe the term "Cold War", both generally and in US history</li> <li>• describe the change in foreign policy created by the Truman Doctrine – and compare that to the "War on Terrorism"</li> <li>• Explain McCarthyism and its repercussions</li> <li>• analyze primary documents</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture &amp; Power Point</li> <li>• Discussion (based on Power Points)</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook: Bob Jones' <i>United States History for Christian Schools</i> p. 510-560 (Ch. 22-23)</li> <li>• Houghton Mifflin Company's <i>Making America: A History of the United States</i></li> <li>• Teacher designed Power Points: <i>WWII, The Holocaust, The 1950's</i></li> <li>• Video – <i>On the Battlefield: WWII</i>,</li> <li>• MSNBC Special on D-Day</li> <li>• PBS Video – <i>American President</i></li> </ul>	<ul style="list-style-type: none"> <li>• Participation in class discussions and group activities</li> <li>• Teacher-made test</li> </ul>

Unit 10: The 1960's & 1980's  
3 weeks  
SS11:2, SS11:3, SS11:4, SS11:6, SS11:7, SS11:8

Essential Biblical Worldview Questions

1. What biblical truths must be brought into the picture in order to make our understanding of the late 20<sup>th</sup> century complete?
6. What special challenges were there for Christians with respect to the changing morality of the time?
7. What about this time period is in harmony/opposition to a biblical view of morality?
8. How does biblical teaching about poverty and wealth relate to the Great Society ideology?

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> <li>• Explain the social changes of the period</li> <li>• Explain the tensions with the Soviets</li> <li>• Analyze the Cuban Missile Crisis</li> <li>• Analyze Vietnam Conflict and its affect on America</li> <li>• Analyze Johnson's Great Society and its lasting impact on America</li> <li>• Explain the events and policies of the Nixon Era</li> <li>• Explain Watergate and the surrounding events</li> <li>• Explain the economic woes of the of the 1970's</li> <li>• Analyze Music of the period and discuss its reflection of the culture</li> <li>• Analyze and Explain the impact of Carter's domestic and foreign policy</li> <li>• Explain Reagan's domestic policy</li> <li>• Explain Reagan's foreign policy</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture &amp; Power Point</li> <li>• Discussion (Civil Disobedience, Domestic Policy, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook: Bob Jones' <i>United States History for Christian Schools</i> p.562 – 654 (Ch. 24 – 26)</li> <li>• Houghton Mifflin Company's <i>Making America: A History of the United States</i></li> <li>• Teacher designed Power Points: <i>Civil Rights Timeline, The 60's &amp; 70's, Vietnam, Nixon to Reagan</i></li> <li>• Video – Vietnam</li> <li>• <i>I Have a Dream</i> speech</li> <li>• Disney Video – <i>Miracle</i></li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made test</li> <li>• Ch. 24 Outline</li> <li>• Ch. 25 Outline</li> <li>• Ch. 26 Outline</li> </ul>