

**EL DORADO UNION HIGH SCHOOL DISTRICT
EDUCATIONAL SERVICES
Course of Study Information Page**

COURSE TITLE <p style="text-align: center;">U.S. History and Geography</p>			
DISTRICT COURSE NUMBER <p style="text-align: center;">#0163</p>		4-DIGIT STATE COURSE CODE (COMPLETED BY SILT) <p style="text-align: center;">2709</p>	
Rationale:	The US History curriculum aligns with the California State Framework for History and Social Science. This ten credit course is a graduation requirement in the El Dorado Union High School District.		
Course Description that will be in the Course Directory:	The U.S. History and Geography course of study examines the major events and turning points in American history in the twentieth century. This is a required course for all 11th grade students. This course meets the state requirements for United States History. It is a survey course offering a multidisciplinary approach to the study of history of our nation. It will enable the student to develop and practice a variety of intellectual activities and work skills appropriate to the social sciences.		
How Does this Course align with or meet State and District content standards?	The course units are aligned with the California Department of Education History-Social Sciences Framework and content standards. The instructional strategies and assessments in this course support the common core State standards in reading, writing, and analytical literacy.		
NCLB Core Subjects:	<i>Select up to two that apply:</i> <input type="checkbox"/> Arts <input type="checkbox"/> Economics <input type="checkbox"/> English <input type="checkbox"/> Foreign Language <input type="checkbox"/> Geography <input type="checkbox"/> Civics and Government <input checked="" type="checkbox"/> History <input type="checkbox"/> Mathematics <input type="checkbox"/> Reading / Language Arts <input type="checkbox"/> Science <input type="checkbox"/> Not Core Subject		
CDE CALPADS Course Descriptors: (See Page 2 for Definitions)	CTE TECH PREP COURSE INDICATORS <input type="checkbox"/> Tech Prep (32) (Higher Ed) <input type="checkbox"/> Tech Prep & ROP(33) (Higher Ed) <input type="checkbox"/> ROP (30) <input checked="" type="checkbox"/> N/A	CTE COURSE CONTENT CODE <input type="checkbox"/> CTE Introductory (01) <input type="checkbox"/> CTE Concentrator (02) <input type="checkbox"/> CTE Completer (03) <input type="checkbox"/> Voc Subject <input checked="" type="checkbox"/> N/A	INSTRUCTIONAL LEVEL CODE <input type="checkbox"/> Remedial (35) <input type="checkbox"/> Honors UC-Certified (39) <input type="checkbox"/> Honors Non UC-Certified (34) <input type="checkbox"/> College (40) <input checked="" type="checkbox"/> N/A
Length of Course:	<input checked="" type="checkbox"/> Year <input type="checkbox"/> Semester		
Grade Level(s):	<input type="checkbox"/> 9 <input type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 12		
Credit:	<input type="checkbox"/> Number of credits: <u>10</u> <input type="checkbox"/> Meets graduation requirements (subject US History) <input type="checkbox"/> Request for UC "a-g" requirements CSU/UC requirement <u>A</u>		<input checked="" type="checkbox"/> College Prep
Prerequisites:	None		
Department(s):	Social Science		
District Sites:	All Sites		

Board of Trustees COS Adoption Date:	January 23, 2007
Textbooks / Instructional Materials:	<i>United States History</i> , 2016 Pearson Publishing, ISBN: 978-013-330695-8
Funding Source:	General Fund
Board of Trustees Textbook Adoption Date:	May 9, 2017

Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

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Course Title: US History

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EDUCATIONAL SERVICES

Department: **Social Science**

Course Title: **US History**

Course Number: **0163**

Unit Title: **The Nation's Beginning**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.
2. Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.
3. Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.
4. Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- What are the key tenets of American Democracy?
- What are America's founding ideals, and why are they important?
- How have American freedom and slavery coexisted in the nation's past?
- How did the country change because of the Civil War and Reconstruction in the nineteenth century

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the United States History and Geography State Standards.

- Direct instruction
- Critical reading strategies
- Annotating a text
- Citing textual evidence
- Collaborative group work
- Vocabulary development
- Presentations/projects

Specific Instructional Strategies may include but not limited to:

- SHEG: Emancipation Proclamation (Primary Source analysis)
- Declaration of Independence (Primary Source analysis)
- POV: Columbus
- Reconstruction Amendments and Civil Rights Acts (primary Source analysis)
- Locke's Social Contract Activity

Assessments: May include, but not limited to:

- Class discussion (F)
- Informal/formal writing (journals, discussion questions) (S/F)
- Short-answer responses (F/S)
- Objective quizzes and tests (S)
- Project-based learning (S/F)
- Essay (S) (*teacher may choose type—argumentative; explanatory/informative; narrative)

Specific assessments to meet learning targets may include but are not limited to:

- Student analysis and essays that go with DBQ assignment
- Student interpretation and analysis of Enlightenment thinkers and Founding Fathers
- Bumper Sticker: Revolutionary messages
- Who Freed the Slaves? Socratic Seminar

Interventions: May include, but not limited to:

- One-on-one instruction
- Peer revision
- Collaboration
- Audio-visual supports
- Web-based programs or videos (for additional clarification)
- Modified pacing/modified readings/modified requirements
- Graphic organizers
- Scaffolding/differentiated assignments
- Academic recovery
- Test retakes

EDUCATIONAL SERVICES

Department: **Social Science**

Course Title: **US History**

Course Number: **0163**

Unit Title: **Industrialization, Urbanization, Immigration and Progressive Reform**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

1. Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's *The Jungle*.
2. Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.
3. Trace the effect of the Americanization movement.
4. Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.
5. Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.
6. Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.
7. Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., using biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody).
8. Examine the effect of political programs and activities of Populists.
9. Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson).

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- How did America's economy, industries, and population grow after the Civil War?
- How did the rise of industrialization and the Progressive response affect the realization of American ideals?
- Who came to the United States at the end of the nineteenth and beginning of the twentieth century? Why did they come? What was their experience like when they arrived?
- Who was involved in the Progressive Era and how did they contribute to American reforms?

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

- Direct instruction
- Critical reading strategies
- Annotating a text
- Citing textual evidence
- Collaborative Group Work
- Vocabulary development
- Presentations and projects

Specific Instructional Strategies may include but not limited to:

- Why Did The Homestead Strike Turn Violent? SHEG Activity
- Meet the Press: Progressives
- Everyone Can Win Activity: Labor Union Activity
- Muckraker Presentations
- Men Who Built America Documentary and Questions
- Political Cartoon Analysis (political machines)

Assessments: May include, but not limited to:

- Class Discussion (F)
- Informal / formal writing (journals, discussion questions) (S/F)
- Short-answer responses (F/S)
- Objective quizzes and tests
- Project based learning (S/F)

Specific assessments to meet learning targets may include but are not limited to:

- Student interpretation and analysis of Progressive
- Student generated Immigrant Identity Journal Entry/Letter Home
- Captains of Industry or Robber Baron Trials
- *Far and Away* Book/Film Comparison
- Farming (Homestead Act) Simulation
- Political Cartoon Assessment
- Immigration PowerPoints Presentations

Interventions: May include, but not limited to:

- One-on-one instruction
- Peer revision
- Collaboration
- Audio-visual supports
- Web-based programs or videos (for additional clarification)
- Modified pacing/modified readings/modified requirements
- Graphic organizers
- Scaffolding/differentiated assignments
- Academic recovery
- Test retakes

EDUCATIONAL SERVICES

Department: **Social Science**

Course Title: **US History**

Course Number: **0163**

Unit Title: **The Rise of the United States as a World Power**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.

1. List the purpose and the effects of the Open Door policy.
2. Describe the Spanish-American War and U.S. expansion in the South Pacific.
3. Discuss America's role in the Panama Revolution and the building of the Panama Canal.
4. Explain Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy, drawing on relevant speeches.
5. Analyze the political, economic, and social ramifications of World War I on the home front.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- How did America's role in the world change between the 1870's and 1910's?
- Did the United States become an imperial power? Why or why not?
- How did America change because of World War I?

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

- Direct instruction
- Critical reading strategies
- Annotating a text
- Citing textual evidence
- Collaborative group work
- Vocabulary development
- Presentations/projects

Specific Instructional Strategies may include but are not limited to:

- TCI Foreign Policy Spectrum Activity
- TCI Foreign Policy Metaphors Activity
- Debate the role that the US took on in the Philippines and Cuba
- Analyze political cartoons and commentary by writers such as Mark Twain concerning the role of US imperialism vs. the growing autonomy of new nations
- Google Maps Imperialism Activity
- Imperialism Map Activity
- Historical Atlas Activity
- SHEG: Spanish American War
- WWI Propaganda Posters Analysis
- WWI Homefront Cornell Notes

Assessments: May include, but not limited to:

- Class Discussion (F)
- Informal / formal writing (journals, discussion questions) (S/F)
- Short-answer responses (F/S)
- Objective quizzes and tests
- Project based learning (S/F)

Specific assessments may include but are not limited to:

- Written response questions to US Imperialism
- Formative quizzes on how the US became a world power
- Foreign Policy Metaphors
- Debate the role that the US took on in the Philippines and Cuba
- Formative quizzes on how the US became a world power
- Analyze political cartoons and commentary
- Student Interpretation of WWI Propaganda Posters
- Isolationism vs Active Foreign Policy Debate
- TCI: Immigration Political Cartoons
- Chinese Exclusion Act Political Cartoon Analysis and Response Paper

Interventions: May include, but not limited to:

- One-on-one instruction
- Peer revision
- Collaboration
- Audio-visual supports
- Web-based programs or videos (for additional clarification)
- Modified pacing/modified readings/modified requirements
- Graphic organizers
- Scaffolding/differentiated assignments
- Academic recovery
- Test retakes

EDUCATIONAL SERVICES

Department: **Social Science**

Course Title: **US History**

Course Number: **0163**

Unit Title: **Roaring 20's and the Great Depression**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.

1. Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.
2. Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.
3. Examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition).
4. Analyze the passage of the Nineteenth Amendment and the changing role of women in society.
5. Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).
6. Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.
7. Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.

11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.

1. Describe the monetary issues of the late nineteenth and early twentieth centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s.
2. Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis.
3. Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.
4. Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).
5. Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- Why were the 1920s filled with political, social, and economic extremes?
- How did culture change in the 1920s?
- Were the 1920s a “return to normalcy”? Why or why not?
- Why was there a Great Depression?
- How did the New Deal attempt to remedy problems from the Great Depression?
- How did ordinary people respond to the Great Depression?
- How does art reflect the New Deal?

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the United States History and Geography State Standards.

- Direct instruction
- Critical reading strategies
- Annotating a text
- Citing textual evidence
- Collaborative group work
- Vocabulary development
- Presentations/projects

Specific Instructional Strategies may include but are not limited to:

- Stock Market Simulation
- Dorothea Lange Photo Analysis
- TCI: New Deal Legislation Gallery Walk
- TCI: Press Conference
- SHEG: New Deal: Success or Failure?
- Liberal vs. Conservative vs. Radical Solutions

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

- Class discussion (F)
- Informal/formal writing (journals, discussion questions) (S/F)
- Short-answer responses (F/S)
- Objective quizzes and tests (S)
- Project-based learning (S/F)
- Essay (S) (*teacher may choose type—argumentative; explanatory/informative; narrative)

Specific assessments to meet learning targets may include but are not limited to:

- Student analysis and essays that go with DBQ assignment
- Student Generated 1920’s Radio Show/Podcast
- Causes of Great Depression Essay or Target Paragraph
- American Experiences for Various Demographics Primary Source Analysis & Written Response
- Academy Awards Speech Competition
- Great Depression Photo Essay Contest

Interventions: May include, but not limited to:

- One-on-one instruction
- Peer revision
- Collaboration
- Audio-visual supports
- Web-based programs or videos (for additional clarification)
- Modified pacing/modified readings/modified requirements
- Graphic organizers
- Scaffolding/differentiated assignments
- Academic recovery
- Test retakes

EDUCATIONAL SERVICES

Department: **Social Science**

Course Title: **US History**

Course Number: **0163**

Unit Title: **America's Participation in World War II**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

11.7 Students analyze America's participation in World War II.

1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.
2. Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.
3. Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers).
4. Analyze Roosevelt's foreign policy during World War II (e.g., Four Freedoms speech).
5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., *Fred Korematsu v. United States of America*) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.
6. Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.
7. Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).
8. Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the U.S. economy.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- Why did Americans not want to join World War II before the bombing at Pearl Harbor?
- How did the American government change because of World War II?
- How did nations mobilize for war? How was it fought differently in the Atlantic versus the Pacific?
- How did America win the war in the Pacific?
- How did World War II serve to advance movements for equality at home and abroad?

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the United States History and Geography State Standards.

- Direct instruction
- Critical reading strategies
- Annotating a text
- Citing textual evidence
- Collaborative group work
- Vocabulary development
- Presentations/projects

Specific Instructional Strategies may include but are not limited to:

- World Wars Documentary Series with Discussion Questions
- World War II Propaganda Poster analysis
- Japanese Internment Reading and Found Poem
- Japanese Internment Critical Thinking Questions
- Four Corners: How to end WWII?
- Student Analysis of FDR's Four Freedoms Speech
- Pacific Theater Map Activity/Graphic Organizer
- Decision to Drop the Bomb- Critical Thinking Questions

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

- Class discussion (F)
- Informal/formal writing (journals, discussion questions) (S/F)
- Short-answer responses (F/S)
- Objective quizzes and tests (S)
- Project-based learning (S/F)
- Students analyze historical atlas data

Specific assessments to meet learning targets may include but are not limited to:

- Pearl Harbor DBQ- Mini DBQ project
- Japanese Internment Trial (Korematsu vs United States of America)
- Haiku writing
- Socratic Seminar on Atomic Bomb
- WWII Content Sentence Puzzles
- Formative quizzes on America's Home Front during WWII

Interventions: May include, but not limited to:

- One-on-one instruction
- Peer revision
- Collaboration
- Audio-visual supports
- Web-based programs or videos (for additional clarification)
- Modified pacing/modified readings/modified requirements
- Graphic organizers
- Scaffolding/differentiated assignments
- Academic recovery
- Test retakes

EDUCATIONAL SERVICES

Department: **Social Science**

Course Title: **US History**

Course Number: **0163**

Unit Title: **Post War America**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

11.8 Students analyze the economic boom and social transformation of post-World War II America.

1. Trace the growth of service sector, white collar, and professional sector jobs in business and government.
2. Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.
3. Examine Truman's labor policy and congressional reaction to it.
4. Analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.
5. Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.
6. Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.
7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.

11.9 Students analyze U.S. foreign policy since World War II.

1. Discuss the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in shaping modern Europe and maintaining peace and international order.
2. Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.
3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:
 - o The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting
 - o The Truman Doctrine
 - o The Berlin Blockade
 - o The Korean War
 - o The Bay of Pigs invasion and the Cuban Missile Crisis
 - o Atomic testing in the American West, the "mutual assured destruction" doctrine, and disarmament policies
 - o The Vietnam War
 - o Latin American policy
4. List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the "nuclear freeze" movement).
5. Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.
6. Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related

to the Gulf War.

7. Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- How did American foreign policy shift after World War II?
- What was Containment? How was it employed?
- How did anti-communism drive foreign policy?
- Why was the period between 1946 and 1990 known as the Cold War?
- How was the Cold War fought domestically?
- How did the government work to combat the perceived threat of Communism domestically?
- How were American politics shaped by the Cold War?
- How did the Cold War affect ordinary Americans?
- How was the war in Vietnam similar to and different from other Cold War struggles? How did the war in Vietnam affect movements for equality at home?

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the United States History and Geography State Standards.

- Direct instruction
- Critical reading strategies
- Annotating a text
- Citing textual evidence
- Collaborative group work
- Vocabulary development
- Presentations/projects

Specific Instructional Strategies may include but are not limited to:

- TCI: Dot Game (Debriefing and discussion regarding Communist hysteria)
- Reading and analysis of *The Butter Battle Book*
- TCI: Cuban Missile Crisis- You be the Judge!
- Vietnam Through Music: Analyzing music as primary sources
- CIA Mission Activity: The Expansion of the Cold War
- Political Cartoons: HUAC and communist hysteria
- Blacklisting Analysis- primary sources
- TCI Ch. 57 The End of the Cold War: Textbook and Political Cartoon Analysis
- SHEG: Gulf of Tonkin
- SHEG: Great Society

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

- Class discussion (F)
- Informal/formal writing (journals, discussion questions) (S/F)
- Short-answer responses (F/S)
- Objective quizzes and tests (S)
- Project-based learning (S/F)
- Essay (S) (*teacher may choose type—argumentative; explanatory/informative; narrative)

Specific assessments to meet learning targets may include but are not limited to:

- Student analysis and essays that go with DBQ assignment
- SHEG: Who was responsible for the Cold War?
- Finding the Story behind the image: Cold War Photo Project
- Cold War Political Cartoon Assessment
- Formative Quizzes on Cold War and PostWar America

Interventions: May include, but not limited to:

- One-on-one instruction
- Peer revision
- Collaboration
- Audio-visual supports
- Web-based programs or videos (for additional clarification)
- Modified pacing/modified readings/modified requirements
- Graphic organizers
- Scaffolding/differentiated assignments
- Academic recovery
- Test retakes

EDUCATIONAL SERVICES

Department: **Social Science**

Course Title: **US History**

Course Number: **0163**

Unit Title: **Movements for Equality**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

11.10 Students analyze the development of federal civil rights and voting rights.

1. Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African Americans' service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.
2. Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including *Dred Scott v. Sandford*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Regents of the University of California v. Bakke*, and California Proposition 209.
3. Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.
4. Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcolm X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr.'s "Letter from Birmingham Jail" and "I Have a Dream" speech.
5. Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.
6. Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.
7. Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- Why was there a civil rights movement?
- What does "equal rights" mean?
- What were the goals and strategies of the civil rights movement?
- How was the government involved in the civil rights movement?
- How did various movements for equality build upon one another?
- Did the civil rights movement succeed?

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the United States History and Geography State Standards.

- Direct instruction
- Critical reading strategies
- Annotating a text
- Citing textual evidence
- Collaborative group work
- Vocabulary development
- Presentations/projects

Specific Instructional Strategies may include but are not limited to:

- TCI: The Expanded Civil Rights Placards
- Selma viewing and discussion questions
- Music of the Civil Rights Movement
- Civil Rights Speech analysis (“I have a dream” “Letter from a Birmingham”)
- Martin and Malcolm talk it out- TCI activity
- Civil Rights Mini-Dramas- TCI activity
- Eyes on the Prize video and discussion

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

- Class discussion (F)
- Informal/formal writing (journals, discussion questions) (S/F)
- Short-answer responses (F/S)
- Objective quizzes and tests (S)
- Project-based learning (S/F)
- Essay (S) (*teacher may choose type—argumentative; explanatory/informative; narrative)

Specific assessments to meet learning targets may include but are not limited to:

- Student analysis and essays that go with DBQ assignment
- Civil Rights Museum Exhibit
- Personal Journal Project
- Children Book
- Compare/Contrast Target Paragraph on Early Civil Rights Movement vs. Militant Black Civil Rights Movement

Interventions: May include, but not limited to:

- One-on-one instruction
- Peer revision
- Collaboration
- Audio-visual supports
- Web-based programs or videos (for additional clarification)
- Modified pacing/modified readings/modified requirements
- Graphic organizers
- Scaffolding/differentiated assignments
- Academic recovery
- Test retakes

EDUCATIONAL SERVICES

Department: **Social Science**

Course Title: **US History**

Course Number: **0163**

Unit Title: **Contemporary American Society**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

1. Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.
2. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).
3. Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.
4. Explain the constitutional crisis originating from the Watergate scandal.
5. Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.
6. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.
7. Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- How has the role of the federal government (and especially the presidency) changed from the 1970s through more recent times?
- What does globalization mean and how has it affected the United states?
- How did the Cold War end and what foreign policy developments came out of it?
- Why is the United States more diverse now than it was in the middle of the twentieth century?
- In what ways have issues such as education; civil rights for people of color, immigrants, and lesbian, gay, bisexual, and transgender Americans, and disabled Americans; economic policy; recognition of economic, social and cultural rights; the environment; and the status of women remained unchanged over time? In what ways have they changed?

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the United States History and Geography State Standards.

- Direct instruction
- Critical reading strategies
- Annotating a text
- Citing textual evidence
- Collaborative group work
- Vocabulary development
- Presentations/projects

Specific Instructional Strategies may include but are not limited to:

- Counterculture Music Analysis
- TCI: Watergate Cartoon Analysis
- SHEG: Stonewall riots
- TCI: Reagan Cartoons
- Was the Reagan Revolution Good for America?- TCI activity
- 9/11 Newspaper Reactions
- The Role of the Presidency: Modern Interpretation
- Current Event Presentations

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

- Class discussion (F)
- Informal/formal writing (journals, discussion questions) (S/F)
- Short-answer responses (F/S)
- Objective quizzes and tests (S)
- Project-based learning (S/F)
- Essay (S) (*teacher may choose type—argumentative; explanatory/informative; narrative)

Specific assessments to meet learning targets may include but are not limited to:

- Choices: Terrorism
- Student analysis and essays that go with DBQ assignment
- Great Society vs Reaganomics Debate
- National Issue Forum
- 9/11 Newspaper Reactions
- Political Cartoon Analysis questions

Interventions: May include, but not limited to:

- One-on-one instruction
- Peer revision
- Collaboration
- Audio-visual supports
- Web-based programs or videos (for additional clarification)
- Modified pacing/modified readings/modified requirements
- Graphic organizers
- Scaffolding/differentiated assignments
- Academic recovery
- Test retakes