

**Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study**

Department	Social Studies		Course Title	Honors U.S. History A/B		
Course Code	SY369	Grade Level	11th Grade		Course Length	2 semesters
Credits/Semester	10 credits	Required for Graduation	yes		Elective Credit	no
Prerequisites	3.0 grade point/ World History & 10th grade History and English teacher recommendations					
Community College Articulation	yes	Name of College	California Community Colleges			
UC/CSU Articulation	yes	Name of University	UC/CSU Universities			
Meets UC/CSU “a-g” Requirement	Yes	Meets NCAA Requirement	yes	Honors Grading Differentiation	yes	

COURSE DESCRIPTION

In accordance with the California State History and Geography Standards Honors U.S. History A/B will examine the development of American History, from the colonial period to the present. The focus will be on questioning historical events and gaining a perspective on them. Students will also compare and contrast events & relate people’s journeys in key events in American history. The students will evaluate the philosophical, political, religious, ethical, and social influences of the historical periods. Over the course of the year the students will give a formal speech; write several formal and informal analytical and comparative essays; make group presentations; write a term paper; read & analyze three literature books with historical themes. The course is designed to emphasize students’ critical thinking with planned activities incorporating the use of depth, breadth and complexity. Students will chose to create a poem, essay or piece of art as their reaction to the Holocaust. For more details regarding the skills emphasized in the course, please refer to the California State Standards for Eleventh grade U.S. History and Geography and the Corona del Mar High School’s Expected Schoolwide Learning Results (ESLRS).

Core Reading

Most of the core reading will be done outside of class. Students should come to class prepared to contribute to an analytical discussion of each night’s reading. The texts used for this course will be: 13th edition of the Bailey, Kennedy & Cohen text *The American Pageant* (13th Edition) and Cayton, Perry, Reed & Winkler *Pathways to the Present*.

Supplemental Reading

Students will read *All Quiet on the Western Front*, *The Color Purple* and *Schindler’s List* to add a dimension of depth, breadth and complexity to their study of U.S. History. Through the reading of these books students will get a perspective on people’s lives changed by historical events. Students will read & discuss these books to gain background information for assignments. Refer to the assignments in the course outline for further information.

Term Paper/Holocaust Art or Writing Project

Term Paper: The student will chose an historical question that is unanswered from U.S. History 1900-2001. The student will state a conclusion on an issue or problem upon which reasonable men differ. The thesis question is researched with at least eight sources.

Holocaust Art and Writing Prompt

Students will read *Schindler's List* as background for this assignment.

The student will read an account of a Holocaust perpetrator, witness, or rescuer.

The student will research the moment of decision that transformed this individual.

The student will reflect upon a situation in their own life where they faced a moment of decision that resulted in them becoming a perpetrator, a rescuer, or a witness.

The student will create a essay, poem or work of art that connects the historical moment of decision researched and their own moment of decision. In their work, capture how these moments “illuminate or darken” life.

Differentiation:

Content:

By the course description of Honors U.S. History the differentiation of the content is embedded in the student requirements for admissions to the course. A process can be differentiated by allowing students to choose to work in groups, individually, or in different comparative activities. Product can be differentiated by scaffolding assignment assessments where acceptable minimum standards may be set on a five point rubric at a three or for higher functioning students the rubric point range can extend into the four or five range.

Process:

The teacher will provide multiple explanations and practice, partner practice, scaffolding and memorization strategies.

Product:

Presentations, projects, essays, term paper, tests, art & writing project & teacher monitored essays with differentiated grading.

California Content Standards

The following abbreviations are included to indicate the assessments used to measure a student’s proficiency in each of the appropriate standards: California Standards Test (CST); California High School Exit Exam (CAHSEE); Practice Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMQST). Standards that are underlined and in bold are identified as high frequency standards on the CST. Standards that are in bold are identified as medium frequency standards on the CST.

Evaluation

Both formative and summative assessments will be used to help teachers make instructional decisions based on student outcomes. These indicators can be used to determine whether the students are ready to move to the next concept or if a concept requires re-teaching in order to ensure students attain concepts successfully.

The students will be evaluated through benchmarks created by the eleventh grade Corona del Mar U.S. History teachers assessing student assignments to determine if the students have met the California State Standards for Eleventh Grade History & geography. This course is designed for the creative, critical thinking student who seeks depth, breadth and complexity in their study of U.S. History. The students will take a comprehensive year end final exam. The course will emphasize the speaking, reading, writing, oral presentation and analytical skills of the students while teaching the required California State Board Standards for eleventh grade as a groundwork for the additional assignments.

Besides the comprehensive year final exam, the students will be evaluated using a variety of measures of assessment. Their student achievement will be measured using multiple assessment tools, included but not limited to benchmark test results, end-of-unit tests, quizzes, homework, classwork, notebooks, portfolios, authentic performance assessments, and written assessments using the district's rubric. District-wide benchmark assessments will be assessed using the following chart:

Performance Standards - Benchmark Assessments				
Far Below Basic = F	Below Basic = D	Basic = C	Proficient = B	Advanced Proficient = A

The assignments listed in the course outline will be completed by the students enrolled in the course. Reading assignments will be given from both texts. The California State Standards for History & Geography will be taught as groundwork for the following additional assignments.

Unit 1	Course Title			
	Key Terms	Standards	Assignment	Tools & Text
<p>Part 1: Title: The Founding of the U.S. & its Historic Documents: Declaration of Independence, U.S. Constitution, Bill of Rights</p> <p>Unit Range of Days: Part 1- 2 weeks</p>	<p>Enlightenment, American Revolution, Declaration of Independence, U.S. Constitution, U.S. Bill of Rights, Civil War, Reconstruction</p>	<p>Students analyze the significant events surrounding the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence, U.S. Constitution & the Bill of Rights.</p> <p>Students analyze the significant events surrounding the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence, U.S. Constitution & the Bill of Rights.</p>	<p>Students will review the Enlightenment ideals from the 10th grade World History course & study one of the Founding Fathers' quotations related to Enlightenment ideals. Students will chose one Founding Father to write an essay explaining how three of a Founding Father's quotes relate to Enlightenment ideals.</p> <p>Students will write a letter to George III listing five principles that require reevaluation in the relationship between the English colonists and the Mother country.</p> <p>Discuss the reasons that Thomas Jefferson wrote the Declaration of Independence. Discuss parallelism used in writing as a way to repeat phrases, clauses and sentences. Have students read the Declaration of Independence and locate parallel statements that add power to Jefferson's reasoning in this document. Have students write down the phrases and explain how the phrases add emphasis to his writings on the topic of freedom.</p> <p>Students will write an essay on the causes of the American Revolution started; a nation's destiny to gain independence, constitutional conflict with the British or an intense struggle for greater political/economic power by citizens.</p> <p>Students will study the debate ideas from the Constitutional Convention. Each pair of students will prepare and present 2 min. persuasive speeches arguing topics like:</p>	<p>Bailey, Kennedy & Cohen. <u>The American Pageant</u>, New York: Houghton Mifflin, 2004.</p> <p>Cayton Andrew, Elisabeth Perry, Linda Reed, Allan Winkler. <u>America: Pathways to the Present</u>. Upper Saddle, River, New Jersey: Prentice Hall, 2002. (pgs. 27-66)</p> <p>Padover, Saul. <u>The Living Constitution</u>. New York: New American Library, 1983.</p>
Unit 1		Standards: (continued) Students will analyze	Assignments (continued) I am against the new Constitution because	Tools & Text (continued) The Freedom

<p>(continued)</p> <p>The Founding Title: The Founding of the U.S. & its Historic Documents: Declaration of Independence, U.S. Constitution, & Bill of Rights</p>		<p>The effects of the Civil War and Reconstruction</p>	<p>it allows slavery; I am for the new Constitution because the old federal government does not have enough power, etc.</p> <p>Students will chose one of the rights listed in the U.S. Bill of Rights and explain how this right is important to them living in a democratic government today in a reflective essay.</p> <p>Students will research 13 crucial Constitutional questions today. Students will present the pro/con to these questions in a speech. The following are examples of questions: Is the executive branch too powerful? How can a democratic government provide national security without endangering civil liberties? Does the President possess too much war-making power?</p> <p>After the class studies the Civil War the students will write essay explaining their opinion on the following question: Was the Civil War repressible or irrepressible? The students are required to use three quotes to prove their opinion. Required: works cited.</p> <p>Students will read an excerpt from <u>Profiles in Courage</u> by John F. Kennedy on Senator Edmund G. Ross. The class will discuss making decisions based on their moral conscience or on the political climate of the time. Students will write a reflective essay on a decision they made based on their moral conscience.</p> <p>Students will write an essay answering this prompt: It could be said that Section 1 of the 14th Amendment is the real declaration of victory in the Civil War. Agree or disagree with this statement in an argumentative essay.</p> <p>Assignments (continued)</p> <p>Students will read and analyze a short biography of Tunis Campbell, a Georgia</p>	<p><u>Shrine</u> <u>Documents.</u> Washington D.C.: Library of Congress, 1987.</p> <p>Kennedy, John <u>Profiles in</u> <u>Courage.</u> Harper Row: New York, 1964</p> <p>Tools & Text</p> <p>(continued) Abbott,</p>
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<p>Unit 1 (continued)</p> <p>The Founding Part 2: The Effects of The Civil War & Reconstruction Period (3 weeks)</p>			<p>African-American during Reconstruction. Questions: Was Campbell Radical? Why did many southern whites resist black leadership?</p>	<p>Kathryn & Patricia Minter. <i>American Stories: Biographies in U.S. History.</i> 2004.</p>
<p>Differentiation</p>	<p>Support -- for students struggling with content</p>	<p>Content: Present key terms and the explanation of concepts and the content vocabulary in readings.</p> <p>Process: Provide multiple explanations and practice. Provide scaffolding or graphic organizers to gain student understanding.</p> <p>Product: Differentiated grading on essays, tests, presentations and a comprehensive year final exam.</p>		
	<p>Extension – for high achieving students. Required activities for all honors courses.</p>	<p>Content: Students will relate the principles in the Declaration of Independence, Constitution and Bill of Rights to today & evaluate the enlightenment ideals in the U.S. government today. Students will read and discuss current articles that discuss state power vs. federal power.</p> <p>Process: Reading selections, news/ magazine articles will be read & discussed related to this content.</p> <p>Product: presentations, essays and exams.</p>		
<p>Evaluation</p>	<p>Formative Assessments: Strategies may include checks for understanding, quizzes, and homework review.</p> <p>Summative Assessments: Strategies may include unit tests, research papers, CST's and comprehensive year final exams.</p>			

Unit 2	Course Title			
	Key Terms	Standards	Assignment	Tools & Text
<p>Unit Title: Gilded Age & Industrialization</p> <p>Unit Range of Days: 2-3 weeks</p>	<p>industrialization, Americanization, immigrants, 1st & 2nd Periods of immigration, trusts, cartels, horizontal & vertical consolidation, Social Gospel Movement, Horatio Alger's "rags to riches" idea, (vocabulary continued) William Graham Sumner's Social Darwinism</p>	<p><u>Students will analyze the relationship among the rise of industrialization, large scale rural to urban migration, and massive immigration from Southern and Eastern Europe. (H)</u></p>	<p>Students will read an excerpt from <u>The Jungle</u> by Upton Sinclair. Students will analyze why the investigative journalism was needed during this period through whole class oral discussion. Students will reread this excerpt and underline phrases of exaggeration used in this writing to create a political climate for reform measures in the meat packing industry.</p> <p>Students will read & analyze the following a short biography on Thomas Edison. Consider the following questions: How did Edison's life and work reflect the Gilded Age in which he lived? How does Edison's place in history compare to a later figure such as Bill Gates?</p> <p>Students will watch "The Gilded Age: The Art" video and relate the art/architecture of a developing U.S. to their industrialization and technology through questions on the video.</p> <p>Students will discuss the meaning of the American Renaissance in art, architecture and literature, giving examples of each.</p> <p>Students will read and relate American Renaissance poet's work to the changing Industrial nation. Selections from these poets will be used: Walt Whitman, Ralph Waldo Emerson, Emma Lazarus, etc.</p> <p>In a five page essay students will compare and contrast the similarities & the differences in the following ideas or movements: Horatio Alger's "rags to riches" idea, the Social Gospel Movement and the Social Darwinism of William Graham Sumner.</p>	<p>D Primary Source: C Sinclair, Upton B <u>The Jungle</u>. A Bailey, Kennedy & Cohen. <u>The American Pageant</u>. New York: Houghton Mifflin, 2004.</p> <p>"American Visions: The Gilded Age: The Art". Vol. 4</p> <p>Cayton, Andrew, Elisabeth Perry, Linda Reed, Allan Winkler. <u>America: Pathways to the Present</u>. Upper Saddle River, New Jersey: Prentice Hall, 2002.</p> <p>Tools & Text</p>

<p>Unit 2 (continued)</p> <p>Unit Title: Gilded Age & Industrialization</p>		<p><u>Standards:</u> <u>(continued)</u></p> <p><u>Students will analyze the relationship among the rise of Industrialization, large scale rural to urban migration, and massive immigration from Southern and Eastern Europe. (H)</u></p>	<p><u>Assignments:</u> <u>(continued)</u></p> <p>Students will read a short biography on Samuel Gompers. Students will need to consider in their Reading the following questions: How did Gompers' philosophies on leadership and labor shape the American labor movement? What leadership qualities were essential for Gompers to help develop the early labor union movement ?</p>	<p>(continued)</p> <p>Abbott, Kathryn, Patricia Miller. <i>American Stories</i> .2005</p>
<p>Differentiation</p>	<p>Support -- for students struggling with content</p>	<p>Content: Present key terms and the explanation of concepts and the content vocabulary in readings.</p> <p>Process: Provide multiple explanation of concepts and practice Provide scaffolding or graphic organizers to be used to gain students' understanding of concepts.</p> <p>Product: Differentiated grading on essays, tests, presentations and comprehensive year final exam.</p>		
	<p>Extension – for high achieving students. Required activities for all honors courses.</p>	<p>Content: Students will relate the unfair business practices of the early industrialists to their study of the Gilded Age industrialization.</p> <p>Process: Students will research one of the early industrialists describing their industry and the unfair business practices used by the industrialist</p> <p>Product: Students will write an informative essay explaining the industrialists' innovation in business and the unfair business practices used by the industrialist.</p>		
<p>Evaluation</p>	<p>Formative Assessments: Strategies may include checks for understanding, quizzes, and homework review.</p> <p>Summative Assessments: Strategies may include a unit tests, research papers, CST's , comprehensive year final exams.</p>			

	Key Terms	Standards*	Assignment Example	Tools & Text
<p>Unit Title: Progressive Era Reforms/ Issues</p> <p>Unit Range of Days: 1-2 weeks</p> <p>Unit 3 (continued) Progressive Era Reforms/ Issues</p>	<p>Progressives, Prohibition, First Great Awakening, Second Great Awakening, Establishment & Free Exercise Clause/1st Amendment, Muckrakers, Upton Sinclair's <u>The Jungle</u>, McKinley, T. Roosevelt Wilson</p>	<p>Students analyze the role of religion played in the founding of America, its lasting moral, social and political impact and issues regarding religious liberty. (L)</p> <p>Students analyze the relationship among the rise of industrialization, large scale rural to urban migration, & massive immigration from Southern & Eastern Europe.</p>	<p>Students will discuss orally as a whole class the Establishment & Free Exercise Clause of the First Amendment of the Constitution.</p> <p>Students will be given several situations that present a conflict in the First Amendment Freedom of Religion clause. Students will write their answers to these conflicts based on the Founding Fathers ideas on the separation of church and state with their support for freedom of religion. Students will present their decision to the class for the conflict between church and state in the situation they discussed.</p> <p>Students will compare the "Muckrakers" with with investigative journalists today by finding an article written by an investigative journalist today. Students will then compare the use of exaggeration in the investigative journalist's article today with the exaggeration in <u>The Jungle</u>.</p> <p>Students read a student handout on Chinese immigration at Angel Island between 1910-1940, including the reading of poems written by Chinese immigrants during this time. Students create and illustrate a three stanza poem describing the detainees experiences & feelings.</p> <p>Students analyze eight political cartoons on various attitudes Americans held toward immigration around the turn of the century. Students determine whether the cartoon is pro or immigration. Students chose one point of view (pro or con immigration) and argue their point of view in an essay. Student must use 3 quotes from books other than their text and include 5 sources.</p>	<p>D C B A</p> <p>Bailey, Kennedy & Cohen. <u>The American Pageant</u>. New York: Houghton Mifflin, 2004.</p> <p>Cayton, Andrew, Elisabeth Perry, Linda Reed, Allan Winkler. <u>America: Pathways to The Present</u>. Upper Saddle River, New Jersey: Prentice Hall, 2002. (pgs. 205-226)</p> <p>"The U.S. Coming of Age" Teacher's Curriculum Institute, Palo Alto, CA. 2003</p>
	Support -- for	Content: Present key terms and the explanation of concepts and the content vocabulary in readings.		

Differentiation	students struggling with content	<p>Process: Provide explanations and practice. Provide scaffolding or graphic organizers to explain the concepts to students.</p> <p>Product: Differentiated grading on the written work, presentations & exams.</p>
	<p>Extension – for high achieving students. Required activities for all honors courses.</p>	<p>Content: Students will relate the principles of the Establishment & Free Exercise Clause of the First Amendment to issues of conflict in the U.S. today.</p> <p>Process: Students will locate a newspaper or magazine conflict of the Establishment & Free Exercise Clause of the First Amendment.</p> <p>Product: Students will analyze their articles from contemporary U.S. and determine the just decision(s) of the federal courts based on the principles that the Founding Fathers created to judge the freedom of religion Establishment & Free Exercise Clause.</p>
Evaluation	<p>Formative Assessments: Checks for Understanding, quizzes, homework review</p> <p>Summative Assessments: Strategies may include unit tests, research papers, CST's and comprehensive year final exams.</p>	

Unit 4	Course Title				
	Key Terms	Standards*	Assignment	Tools & Text	
<p>Unit Title: American Imperialism & World Power</p> <p>Range of Days for Unit: 2-3 weeks</p>	<p>Archduke of Austria Francis Ferdinand, WW I, Central Powers, Allies, Kaiser Wilhelm, militarism, nationalism, Sussex Pledge, Zimmerman Note, Fourteen Points, Wilson, Treaty of Versailles, isolationism, disarmament, reparations, The Big Four</p>	<p><u>Students will trace the rise of the U.S. to its role as a power in the 20th century.</u> (H)</p>	<p>Students learn about nine foreign policy actions on a spectrum from isolationism to imperialism to understand U.S. foreign policy during the 19th and 20th centuries. The foreign policy actions are: Washington's Farewell Address, The Monroe Doctrine, The Mexican-American War, entry into WW I, entry into WW II, The Truman Doctrine, the Vietnam War, The Persian Gulf War, Peacekeeping in Bosnia. Students place the Action on the foreign policy spectrum: isolationism, collective security, internationalism, Imperialism. Students must justify their placement of the action on the foreign policy spectrum.</p>	<p>D</p> <p>C</p> <p>B</p> <p>A</p>	<p>The United States Coming of Age: 1890-1920. Teacher's Curriculum Institute. 2003 Bailey, Kennedy & Cohen. <u>The American Pageant</u>, New York: Houghton Mifflin, 2004. Tools & Text (continued)</p>
Unit Four: (continued)		Standards: (continued)	Assignments (continued) Students discuss the pro and the con of U.S.		

<p>American Imperialism & World Power</p>		<p><u>Students will trace The rise of the U.S. to its role as a power in the 20th century.</u> (H)</p>	<p>imperialism in the Spanish-American War and the invasion of Hawaii. The students will work in groups of four to create a museum that supports or refutes the U.S. imperialism in this time period. The exhibits will incorporate all of the following elements: an original political cartoon, music, primary accounts, a replication of an artifact. Each exhibit will include a written plaque that includes: an introduction to the topic, an explanation of how the historical information in the exhibit supports your answer one of these questions. How was the U.S. justified in their imperialism? How was the U.S. not justified in their imperialism?</p> <p>Students will read excerpts from <u>War Diaries and Letters</u> & analyze what it was like to fight during WWI from the point of view of soldiers from the U.S. & Germany. Students will divide into Think, Pair, Share groups. Discussing the point of view and information in the letters is the goal of the groups. Each group will present their letter and the point of view of the soldier writing the letter to the whole class.</p> <p>Students will read and analyze their readings of <u>All Quiet on the Western Front</u> in a journal. After reading this novel students will analyze the seven themes of this writing. The students will relate the seven themes to the political, economic and social ramifications of WW I and the foreign policies of isolationism and disarmament. Students will write a five page essay on one of the themes from the novel supporting the theme with the use of quotes in their essay.</p> <p>Students will bring a picture of a person who is a hero. Students will discuss their person as to why they are considered a hero. Then students will read a short biography on General John J. Pershing. The students will be prepared to discuss what qualities made Pershing a “heroic”.</p> <p>Assignments (Continued)</p>	<p>Cayton, Andrew, Elisabeth Perry, Linda Reed, Allan Winkler. <u>America: Pathways to the Present</u>. Upper Saddle River, New Jersey: Prentice Hall, 2002. 309-332</p> <p>Lewis, Jon E., <u>War Diaries & Letters</u>. New York, New York: Carroll & Graf Publishers, Inc. 1999. (pgs. 247-350)</p> <p>Remarque, Erich Marie. <u>All Quiet on The Western Front</u>. New York, New York:Fawcett 1982.</p> <p>Abbott, Kathryn, Patricia Minter. <i>American Stories: Biographies In United States History, Vol. II, 2004.</i></p>
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			<p>Students will create a “Found Poem” of three stanzas from the biography on General John J. Pershing & compare in their poem an analogy of their hero to General Pershing.</p> <p>Students will read carefully the Treaty of Versailles. The students will create a chart of the wishes of The Big Four at the end of WW I: U.S., Britain, France, Italy. Students will change the Treaty of Versailles to a peacefully compromised war treaty including all of the original provisions of the Treaty of Versailles.</p>	
Differentiation	Support -- for students struggling with content	<p>Content: Present key terms and the explanation of concepts and the content vocabulary in the readings.</p> <p>Process: Provide multiple explanations and practice. Provide scaffolding or graphic organizers to explain the concepts to students.</p> <p>Product: Differentiated grading on essays & exams.</p>		
	Extension – for high achieving students. Required activities for all honors courses.	<p>Content: Students will compare and contrast three provisions in the Treaty of Versailles written in 1919 with the how these provisions were used in 1939.</p> <p>Process: Students will use a chart to identify provisions from the Treaty of Versailles that aided WW II beginning.</p> <p>Product: Students will write a compare & contrast essay relating three of the provisions of the Treaty of Versailles with the reasons WW II began in 1939.</p>		
Evaluation	<p>Formative Assessments: Strategies may include checks for understanding, quizzes, and homework review.</p> <p>Summative Assessments: Strategies may include unit tests, research papers, CST’s and comprehensive year final exams.</p>			

Unit 5	Course Title			
	Key Terms	Standards*	Assignments	Tools & Text

<p>Unit Topic: The Twenties</p> <p>Range of days for unit: 1 -2 weeks</p> <p>Unit 5 (continued)</p> <p>Unit Title: The Twenties</p>	<p>Harlem Renaissance, “Separate, but Equal” Doctrine, Harding, Coolidge, Hoover, (continued)</p> <p>Vocabulary: Garvey’s “Back to Africa” Movement, Ku Klux Klan</p>	<p><u>Students will analyze major political, social, economic, technological, and cultural developments of the 1920’s. (H)</u></p> <p>Standards (continued)</p> <p><u>Students will analyze major political, social, economic, technological, and cultural developments of the 1920’s (H)</u></p> <p>Students will trace the development of women’s rights from the turn of the century to the 1920’s.</p>	<p>Students as a whole class will discuss the Harlem Renaissance Movement showcased the African Americans during the twenties when the “separate, but equal” doctrine was considered constitutional. Students will also discuss the two themes from the Harlem Renaissance: the human struggle and the struggle for rights for all.</p> <p>Students will research one of the Harlem Renaissance writers, poets, artists or musicians as to how they used their talents to showcase the Harlem Renaissance themes. As part of the students’ research they will analyze a work from one of the Harlem Renaissance personalities. Students will relate the work to this question.</p> <p>Did the social, political and economic stresses in the U.S. demonstrate a racist society? Students will answer this question in a essay that critiques U.S. society in the 20’s while relating the journeys of the Harlem Renaissance writers in their work to this question.</p> <p>Students will read the following & discuss this selection related to how his writing used vividness and lyrical style to show Black identity and pride in his recollections. an essay titled “Of the Meaning of Progress” from <u>The Souls of Black Folk</u> by W.E.B. Du Bois,</p> <p>Students will make a compare/contrast chart on the economic domestic policies of Harding, Coolidge & Hoover. Write a compare & contrast essay to explain why the beliefs & assumptions of Harding, Coolidge and Hoover failed to adequately deal with the deteriorating economic situation during the twenties.</p> <p>Assignments(continued) Students will read a short biography of Alice</p>	<p>D C B</p> <p>Bailey, Kennedy & Cohen <u>The American Pageant.</u> New York: Houghton Mifflin, 2004.</p> <p>Cayton, Andrew Elisabeth Perry, Linda Reed, Allan Winkler. <u>America: Pathways to The Present.</u> Upper Saddle River, New Jersey: Prentice Hall, 2002.</p> <p>Miller, Dwyer & Wood. <i>The United States in Literature,</i> Glenview, Ill., 1985. (pgs. 297-302)</p> <p>Abbott, Kathryn,</p>
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				<p>Paul. Students will consider the following questions during their reading. What in Paul's experience led to her radical views? What did the radicals contribute to the fight for women's rights? Students will compare & contrast Elisabeth Stanton with Alice Paul in a compare/contrast essay.</p>	<p>Patricia Minter, <i>American Stories: Biographies in United States History, 2004.</i></p>
Differentiation	Support -- for students struggling with content	<p>Content: Present key terms and the explanation of concepts and the relationship of the key terms to the content vocabulary.</p> <p>Process: Provide multiple explanations and practice. Provide scaffolding or graphic organizers to help students understandings of the concepts.</p> <p>Product: Differentiated grading on essays, critique of poetry & short story.</p>			
	Extension – for high achieving students. Required activities for all honors courses.	<p>Content: Students can identify all of the organizations that aided African Americans in the twenties.</p> <p>Process: Students will research one of the organizations that aided African Americans in the Twenties: American Civil Liberties Union, National Advancement of Colored People, Anti-Defamation League, etc.</p> <p>Product: Students will write a report about this organization tracing it from its beginnings to the Twenties and to the present.</p>			
Evaluation	<p>Formative Assessments: Strategies may include checks for understanding, quizzes, and homework review.</p> <p>Summative Assessments: Strategies may include chapter tests, research papers, CST's and a comprehensive final exams.</p>				

Course Outline: Second Semester (Units 6-9)

Unit 6	Course Title			
	Key Terms	Standards	Assignments	Tools & Text
<p>Title Name: The Great Depression & The New Deal</p> <p>Unit Range Of Days: 2 weeks</p>	<p>Great Depression, Dust Bowl, New Deal, FDR, Bank Holiday, "Okies" John Steinbeck, <u>Grapes of Wrath</u>, Dorothea Lange, Work Progress Ad., Farm Security Ad., Social Security, National Labor Relations Board, Tennessee Valley Authority,</p>	<p><u>Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.</u> (H)</p> <p>Students will understand the human toll of the Great Depression, with particular attention to the Dust Bowl Refugees.</p>	<p>Through an interactive slide lecture students learn the causes of the Great Depression.</p> <p>Students create six line graphs that illustrate the downfall of the economy and then analyze those graphs to discover the root causes of the Depression.</p> <p>After studying the New Deal programs the students will discuss the following question. Why didn't the New Deal legislation "cure" the Great Depression?</p> <p>Students will look at one of Dorothea Lange's photos of the "Okies" traveling along Route 66 from the mid-west to California. Each photo has a quote from John Steinbeck or Dorothea Lange. The students will write a persuasive letter to Pres.-Elect F.D.R. discussing three problems of the "Okies", as students note the problems from the photos and quotes. The letter will include three possible agencies</p>	<p>The New Deal, Teacher's Curriculum Institute, Palo Alto, CA, 2003.</p> <p>Bailey, Kennedy & Cohen, <i>The American Pageant</i>, New York, Houghton Mifflin, 2004.</p> <p>Web Site for Dorothea Lange's Photos: http://memory.loc.gov/</p> <p>Cayton, Andrew, Elisabeth Perry, Linda Reed, Allan Winkler. <u>America: Pathways to the Present</u>. Upper Saddle River, New Jersey: Prentice Hall, 2002. (pgs. 402-420).</p> <p>Tools & Text (continued)</p>
<p>Unit 6 The Thirties</p>		<p>Standards (continued)</p>	<p>Assignments</p>	

<p>Unit 6 (continued) The Thirties</p>		<p>Students will relate the changing role of women in the 30's to the times.</p> <p>Students will analyze the effects & controversies of the New Deal economic policies and the expanded role of the federal government and the economy since the 30's</p> <p>Standards (continued)</p>	<p>(continued)</p> <p>that could aid the “Okies”. One quote by Steinbeck or Lange needs to be included in the letter to FDR. Prejudice acts toward the “Okies” need to be described in the letter.</p> <p>Students will read a short biography on Frances Perkins, Secretary of Labor under F.D.R. She was the first female cabinet member in U.S. history. Students will be ready to discuss the following question after the reading. What events in her life created her strong leadership qualities? How did her work as the Secretary of Labor shape the view of women in society?</p> <p>Students will explain in a five paragraph essay an answer to this statement. It has been said that the Depression changed forever the relationship between the American people & the U.S. government. Explain three trends in society today that make this statement correct.</p> <p>Assignments</p>	<p>Abbott, Kathryn, Patricia Minter, <i>American Stories: Biographies in U.S. History, Vol. II, 2004</i></p> <p>Tools & Text (continued) Abbott, Kathryn, Patricia Minter,</p>
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		<p>Students will analyze the advances & retreats of organized labor.</p> <p>Students will analyze the New Deal Programs and the effects of the New Deal.</p>	<p>(continued) Students will observe & write an inference from photos 10 photos on segregation. Students will write a 5 paragraph essay on one problem inferred from the photos. After studying in the text the problems of unions in the 30's students will read a short biography on John Lewis, a Founding member of the United Mine Workers. During a class discussion students will debate why there has been such a resistance to unionism in the U.S.</p> <p>Using the following theme in this assignment students will read & review Robert Frost's <i>The People, Yes</i>. Then students will write a free verse poem that captures the essence of the American people's optimism & determination used during the Depression to help them survive. Robert Frost's poem <i>The People, Yes</i> will be used as an example. "Industrial workers were not hapless pawns upon the New Deal was foisted. Instead, they sought security and self-determination in ways compatible with the New Deal's programs.</p>	<p><i>American Stories: Biographies in U.S. History, Vol. II, 2004.</i></p> <p><i>Literature: The American Experience, Englewood Cliffs, New Jersey : Prentice Hall Englewood Cliffs, New Jersey, 1989.</i></p>

Differentiation	<p>Support for students struggling with the content</p>	<p>Content: Present key terms and the explanation of concepts and the relationship of the key terms to the content vocabulary</p> <p>Process: Provide multiple explanations and practice, Provide scaffolding or Graphic organizers to help students' understanding of the concepts.</p> <p>Product: Differentiated grading on the letters to FDR, graphs, debate & poem.</p>
	<p>Extension – for high achieving students for all honors courses</p>	<p>Content: Students will compare the Depression in the 1930's in Brazil, Canada & U.S.</p> <p>Process: Students will create a compare & contrast chart of three countries in the Americas during the depression years of the 1930s: Brazil, Canada & U.S.</p> <p>Product: Students will write a compare & contrast research paper of three countries in the Americas during the Depression years of the 1930s: Brazil, Canada & U.S.</p>
Evaluation	<p>Formative Assessments: Strategies may include checks for understanding, quizzes, and homework review.</p> <p>Summative assessments: Strategies may include a chapter tests, essay, research paper, CST's and comprehensive year final exams.</p>	

	Key Terms	Standards	Assignments	Tools &Text
<p>Unit Title: WW II</p> <p>Unit Range of Days: 2-3 Weeks</p>	<p>Isolationism, Internationalism, Hitler, WWII Pearl Harbor, Churchill, Midway, Normandy, Iwo Jima, Okinawa, Battle of the Bulge, Tuskegee Airmen, Navajo Code Talkers, Korematsu vs. U.S. Hiroshima, Nagasaki, Marshall Plan, Occupation of Japan, General MacArthur, General Eisenhower, Truman</p>	<p><u>Students analyze the American participation in WW II, in terms of the origins of American involvement in the war, using as an example the Four Freedoms speech. (H)</u></p>	<p>Students will be introduced to the “Four Freedoms” speech by Pres. Roosevelt through looking at Norman Rockwell illustrations of these freedoms. Students will read & discuss the “Four Freedoms” speech. Students will take notes during a teacher led discussion on the U.S. foreign policy after WWI. Students will note the significance of the date the speech was given, 1-6-1941. Students will write a five paragraph essay answering the following question:</p> <p>What were the reasons F.D.R. gave the “Four Freedoms” speech?</p> <p>Each student will be assigned a person from <i>The Greatest Generation</i> to research. Each student will present a formal speech to the class in response to this prompt:</p> <p>“The Greatest Generation was not only united by a common purpose, but also common values and, above all responsibility for oneself.”</p>	<p>“Four Freedoms” Illustrations By Norman Rockwell</p> <p><u>The Freedom Shrine Documents.</u> Washington D.C.: Library of Congress, 1987.</p> <p>Bailey, Kennedy & Cohen, <i>The American Pageant</i>, New York: Houghton Mifflin, 2004. Brokaw, Tom, <i>The Greatest Generation</i>, Random House: New York, 1998.</p>
Unit 7		Standards;	Assignments:	Tools &

<p>(continued)</p> <p>Unit Title: WW II</p>		<p>(continued)</p> <p>Students analyze the atrocities against Jews & other groups.</p> <p>Students will analyze the constitutional issues & impact on the internment of Japanese Americans.</p>	<p>(continued)</p> <p>Students will read & discuss <i>Schindler's List</i>. The assignment for this book is as follows: Read an account of a Holocaust perpetrator, witness, or rescuer. Research the moment of decision that transformed the individual. Reflect upon a situation in your life where you faced a moment of decision that resulted in your becoming a perpetrator, a rescuer, or a witness. Create an essay, poem or work of art that connects the historical moment of decision you have researched and your own moment of decision. In your work, capture how these moments "illuminate or darken life.</p> <p>Students will read Executive Order 9066. The students will discuss the following question related to the internment of Japanese Americans:</p> <p>What was the officially stated reason for the internment of Japanese Americans? Was the decision based on law or fear? What laws were ignored?</p> <p>Students will write two news articles, each from the perspective of opposing biases, about the issuing of Executive Order 9066.</p>	<p>Text (continued)</p> <p>Keneally, Thomas <i>Schindler's List</i>, Simon & Schuster: New York, 1982.</p> <p>Cayton, Andrew, Elisabeth Perry, Linda Reed, Allan Winkler. <u>America: Pathways to the Present</u>. Upper Saddle River, New Jersey: Prentice Hall, 2002. (pgs. 429-480)</p>
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		Standards (continued)	Assignments (continued)	Tools & Texts (continued)
		<p>Students analyze the decision to drop the bombs & the consequences of that decision.</p>	<p>Students read to gain information on the Manhattan Project to gain background information on the decision to drop the atomic bombs to end WW II. Students will listen and take notes during a lecture by college professor, Hank Panani, on the pros and cons of dropping the atomic bomb on Hiroshima and Nagasaki to end WW II. Students will debate the pro/con of dropping the atomic bomb to end in cooperative groups. Students will write an argumentative essay to support or refute the following prompt: Dropping the bomb was necessary to ending the war. To what extent was this true for those making the decision in 1945?</p>	<p>Hank Panani, guest speaker, Orange Coast College History Professor</p>
<p style="text-align: center;">Differentiation</p>	<p>Support – for students Struggling with content</p>	<p>Content: Present key terms and the explanation of concepts and the relationship of key terms to the content vocabulary.</p> <p>Process: Provide multiple explanations and practice. Provide scaffolding or graphic organizers to help student understanding of the concepts.</p> <p>Product: Differentiated grading on oral & written assignments, including news articles, essays, speeches, art projects, essays & poems.</p>		

	<p>Extension - for high achieving students. Required activities for all honors courses.</p>	<p>Content: The students will compare & contrast WW I and WW II poems on war: Rupert Brooke’s “The Soldier”, John McCrae’s “In Flander’s Fields” & “The Ode to the Ball Turret Gunner”.</p> <p>Process: Students will compare/contrast the WW I & WW II poems in themes, imagery and experiences of war. The students will study the ballad poetry form.</p> <p>Product: Students will determine the theme, imagery and experience of war To depict in their ballad of a WW II event.</p>
Evaluation	<p>Formative: Assessments: Strategies will include checks for understanding, quizzes, and homework reviews.</p> <p>Summative Assessments: Strategies will include chapter tests, essays, speeches, writing and art projects, CSTs, comprehensive year final exams.</p>	

Unit 8	Course Title			
	Key Terms	Standards	Assignments	Tools & Text
<p>Unit Title: Post WW II/ The Cold War</p> <p>Unit Range of Days: 6-8 weeks</p>	<p>The Truman Doctrine, Internationalism, Berlin Blockade Korean War, Vietnam Conflict, Domino Theory,</p> <p>Presidents: Truman & Eisenhower, Kennedy, L. Johnson, Nixon, Carter,</p>	<p><u>Students analyze the economic boom and social transformation of post-World War II America.</u> (H)</p> <p><u>Students analyze United States foreign policy since WW II.</u> (H)</p> <p><u>Students analyze the major social Problems and domestic issues in Contemporary American Society.</u> (H)</p>	<p>The teacher will have students take notes on the topic: Origins of the Cold War. Students will write a response to the following question:</p> <p>What misperceptions at the end of WW II created the Cold War?</p> <p>Students will take notes & then discuss: To what extent and in what ways did the “domino theory” accurately account for U.S. foreign policy in the post-WW II period? Students will read & relate to today Eisenhower’s Farewell speech.</p>	<p>Bailey, Kennedy & Cohen, <i>The American Pageant</i> New York: Houghton Mifflin, 2004.</p>

Unit 8 (continued)	Vocabulary (continued)	Standards (continued)	Assignments (continued)	Tools & Text (continued)
Unit Title: Post WW II/ The Cold War	<p>Presidents: Reagan, H.W. Bush, Clinton,</p> <p>Terms: Cold War, Stalin, Immigration Act of 1965, Watergate, United Nations, International Declaration of Human Rights, World Bank, NAFTA, GATT, NATO, SEATO, Org. of American States</p>	<p>Students analyze the era of McCarthyism & instances of domestic abuse.</p> <p>Analyze the significant speeches related to Kennedy & Johnson’s terms</p>	<p>Students will discuss provisions of the “The Truman Doctrine”. Why was it necessary in post-WW II?</p> <p>Students will read an article about McCarthyism titled “The Constitution: Up Close & Personal”. Students will write down ten unconstitutional actions taken by McCarthy and explain what clause in the U.S. Constitution that was abused.</p> <p>As an intro to the 60’s the students will listen & read along to speeches given by Kennedy and Johnson on the goals of their terms.</p> <p>The students will write a chart on Kennedy & Johnson’s domestic programs. Students will use the chart to write an answer to this question:</p> <p>The domestic programs of Kennedy & Johnson shared two fundamental goals: maintaining the strength of the American economy and expanding the role of the federal government for the general social welfare. Discuss how and how well these goals were accomplished.</p>	<p>Dunn, Philip, “The Constitution: Up Close & Personal, Constitution, 1992.</p> <p>“Contemporary U.S. Society”, Palo Alto, CA: Teacher’s Curriculum Institute: Palo Alto,1999.</p>
		Standards:	Assignments	Tools & Text

<p>Unit 8 (continued)</p> <p>Unit Topic: Post WW II/ The Cold War</p>		<p>(continued)</p> <p>Students analyze the origins & geopolitical consequences of the Cold War & containment policy, including the Vietnam War.</p> <p>Students will study the significant domestic policy speeches of Pres. Carter.</p> <p>Standards</p>	<p>(continued)</p> <p>Discuss the term “quagmire” as related to the Vietnam Conflict. Read three excerpts from <i>Fallen Angels</i> that explain this term through examples in the book. Students will then answer this question referring to their texts & <i>Fallen Angels</i>:</p> <p>Analyze the conditions and constraints which made Vietnam a “quagmire” for American forces and policies.</p> <p>Read & discuss the article titled “A Scar on the Nation’s Psyche: Vietnam War Without End”. Have students interview a person asking 10 questions of the Vietnam Conflict. The goal of the questions is the discover if the nation has healed from the Vietnam Conflict.</p> <p>The students will listen & take notes during a lecture on U.S. energy problems today. Students will read President Carter’s speech titled <i>The Crisis of Confidence</i> on energy problems in the U.S. in 1979. Students will compare five problems the U.S. had in energy in '79 to today’s energy problems in a letter addressed to the Sec. /Energy.</p> <p>Assignments</p>	<p>(continued)</p> <p>Myers, Walter Dean. <u>Fallen Angels</u>. Evanston, Illinois: McDougal Littell, Inc. 1997.</p> <p>Marty, Martin, “A Scar to the Nation’s Psyche: Vietnam War Without End”, <i>Christian Century</i>, April 30, 1995.</p> <p>http://en.eiki source.org/wiki/The_Crisis_of_Confidence</p> <p>Tools & Text</p>
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		<p>(continued)</p> <p>Students analyze the role of the Reagan Ad. In the victory in the West in the Cold War.</p> <p>Students analyze the constitutional crisis originating from the Water-gate Scandal</p> <p>Students will analyze the major effects of foreign policy on domestic policy and vice versa.</p> <p>Standards</p>	<p>(continued)</p> <p>Read Reagan’s “Evil Empire” speech. Have student find themes in the speech. Students will create a “Found Poem” from this speech. Discuss the following:</p> <p>What influence did Reagan have to the Cold War ending?</p> <p>Have students analyze one of the political cartoons on Nixon & the Watergate Scandal. Students will explain in a five paragraph essay what made this scandal a constitutional crisis.</p> <p>Students will trace the course of U.S. policy toward Israel & the Middle East from the end of WW II to today. Answer this questioning using the chart in a five paragraph essay: What motivations shaped American Policy? To what extent, if any, were those motivations in conflict with one another?</p> <p>Assignments</p>	<p>(continued)</p> <p>http://en.wiki source.org/wiki/Evil_Empire_speech</p> <p>“Contemporary U.S. Society” Teacher’s Curriculum Institute, Palo Alto, CA, 1999.</p> <p>Cayton, Perry, Reed & Winkler. <i>America Pathways to The Present</i>, Upper Saddle River, New Jersey: Prentice Hall, 2002. (pgs. 485-718)</p>
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		<p>(continued)</p> <p>Students will analyze the major social problems & domestic issues in contemporary American society.</p>	<p>(continued)</p> <p>Students will discuss the “New Conservative ” Movement and the role of the “religious right’ in the debates on social & political issues in contemporary U.S. society. Students will chose one issue to research. Students will produce a poster using digital art graphics to campaign for money to support ending this problem in society. Students will compete in a presentation to the class to win in an ad campaign. Students will have a rubric to follow to create the poster.</p>	
Differentiation	<p>Support – for Students Struggling with content</p>	<p>Content: Present key terms and the explanation of concepts and the relationship of the key terms to the content vocabulary.</p> <p>Process: Provide multiple explanations and practice. Provide scaffolding or graphic organizers to help students understanding of the concepts.</p> <p>Product: Differentiated grading on essays, quizzes charts, interviews, letters, poems, oral presentations.</p>		
	<p>Extension--- for high Achieving students. Required activities for all honor courses.</p>	<p>Content: Students will compare internal & external conflicts of a veteran of a war that the U.S. had involvement from WW II, Korea, Vietnam, Desert Storm, Iraqi War on Terror.</p> <p>Content: Students will compare/contrast internal and external conflicts of Soldiers in the Vietnam War with soldiers in the Iraqi War on Terror.</p>		

		<p>Process: Students will question in an interview format a U.S. soldiers from one of the following conflicts: WWII, Korea, Vietnam, Desert Storm, Iraqi War on Terror.</p> <p>Process: Students in a Think, Pair, Share cooperative group will write a Compare & contrast chart on the topic of internal and external conflicts of Soldiers in the Vietnam War with soldiers in the Iraqi War of Terror.</p> <p>Product: The information gained from the soldiers' interviews will used as source material in the essay on internal & external conflicts of a character from <u>Fallen Angels</u>.</p>
<p>Evaluation</p>	<p>Formative Assessments: Strategies may include checks for understanding, quizzes, and homework review.</p> <p>Summative Assessments: Strategies may include a chapter tests, essays, research papers, CST's & comprehensive year final exams.</p>	

Unit 9	Course Title			
	Key Terms	Standards	Assignments	Tools & Text
<p>Unit Title: Gain of Civil Rights</p> <p>Unit Range Of Days: 2-3 weeks</p>	<p>Segregation, “separate, but equal” doctrine, integration, Dred Scott vs. Sandford, Plessy vs. Ferguson, Brown vs. Board of Ed. 1954, Regents of the U. of Cal. vs. Bakke, de jure & de facto segregation, affirmative action, Martin Luther King, Jr.</p>	<p><u>Students analyze Federal civil rights and voting Rights developments.</u> (H)</p>	<p>Note: The study of civil rights is embedded into all of the units. For example: Marcus Garvey’s role in the Civil Rights Movement is studied in the Twenties unit. Also, Alice Paul’s role in the Women’s Rights Movement is discussed in the Twenties Unit. In addition, the following assignments will be given to the students on issues of civil rights.</p> <p>Students will create a graphic organizer that shows the path to civil rights from the following time periods: slavery, sectionalism, Jim Crow laws, modern Civil Rights Movement & affirmative action in the 60’s/70’s, affirmative action today after a lecture on U.S. civil rights.</p>	<p>Bailey, Kennedy & Cohen, <i>The American Pageant</i>, Houghton Mifflin, New York, 2004.</p>
	Vocabulary		Assignments	Tools &

	<p>(continued)</p> <p>Civil Rights Act of 1964, Voting Rights Act of 1965, 24th, Amendment</p>		<p>(continued)</p> <p>Student's will read a short biography on A. Phillip Randolph They will reread biographies on Samuel Gompers & John Lewis. Students will write a compare & contrast five paragraph essay on the three leaders legacy to labor and social movements.</p> <p>Students will read King's <i>I Have A Dream</i> speech and Lincoln's <i>Second Inaugural</i> speech. Students will create a formal persuasive speech to the class advocating a change in the U.S., like King & Lincoln advocated in their speeches. Possible topics are: the environment, civil rights, unity of the nation, etc.</p> <p>Students will read <i>The Color Purple</i>. Students will chose one character to compare & contrast two time periods of their life: 50's & 70's Students will show in their character study the effects of the Civil Rights Movement and/or the modern Women's Movement. Students will explain how changes in legislation and the political climate changed one character's life. Ten quotes related to the thesis need to be explained in the paper.</p>	<p>Texts (continued)</p> <p>Walker, Alice, <i>The Color Purple</i>, Harcourt, Brace & Jovanovich: New York, 1982.</p>
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			<p>Assignments (continued)</p> <p>Have students interview ten people as to whether there is an improvement in civil rights since the modern Civil Rights Movement & Women’s Rights Movement. Students will be graded on the questions they ask and on completing their ten interviews. The students will write an epilogue to summarize their findings from the interviews.</p> <p>Students will work with a partner to write & present a screenplay or stage play of a biography of a person in U.S. history that has exemplified a profile in courage in civil rights. Some examples students can chose from are: Alice Paul, Elizabeth Stanton, Susan B. Anthony, A Phillip Randolph, Malcom X, Thurgood Marshall, James Farmer, Rosa Parks, Martin Luther King, etc.</p> <p>The screenplay or stage play will include: title (a quote from the person), setting: time, place, time period, historical background, introduction, five scenes, a conclusion that explains what the person did to be a profile in courage for civil rights.</p>	<p>Tools & Text (continued)</p> <p>Cayton, Andrew, Elisabeth Perry, Linda Reed, Allan Winkler. <u>America: Pathways to the Present.</u> Upper Saddle River, New Jersey: Prentice Hall, 2002. (pgs. 562-584)</p>
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Differentiation	Support – for students Struggling With content	<p>Content: Present key terms and have students use a graphic organizer to show The relationship between the key terms to the content vocabulary.</p> <p>Process: Provide multiple explanations and practice. Provide scaffolding or graphic organizers to help students understand the concepts.</p> <p>Product: Differentiated grading on essays, charts, graphic organizers, character sketches, epilogues & plays.</p>			
	Extension – for High achieving students.	<p>Content: Students can identify in their research a person in the U.S. that has had greater opportunities in life due to the Civil Rights laws passed in 1964-65.</p> <p>Process: Students will research how this person has been able to have more opportunities due to the change in thinking created by the Civil Rights movement.</p> <p>Product: Students will write a biographer of a minority or woman that has Benefited from the Civil Rights Movement from 1965-the present.</p>			
Evaluation	<p>Formative Assessments: Strategies may include checks for understanding, quizzes, and homework review.</p> <p>Summative Assessments: Strategies may include chapter tests, essays, research papers, CST’s comprehensive year final exam.</p>				

