

2023-2024 CVUSD American History/Race & Gender Studies Pacing Guide

ANYTHING UNDERLINED IS A LINK!

Assessment List

MAPS NEEDED TO CREATE GRADE LEVEL TRACKERS

[HS_Race and Gender_CMap](#)

[Gr9-10_ELD_CMap](#)

[Gr11-12_ELD_CMap](#)

Secondary Assessment Calendar

	1st Quarter: August 24 – October 27, 2023		2nd Quarter: October 30 – January 23, 2024		3rd Quarter: January 24 – April 8, 2024		4th Quarter: April 9 – June 11, 2024	
Links to unit readings and unit pacing guides	Introducti on Unit	Unit 1 Week at a Glance	Unit 7 Week at a Glance	Unit 2 Week at a Glance	Unit 3 Week at a Glance	Unit 4 Week at a Glance	Unit 5 Week at a Glance	Unit 6/Unit 8 Week at a Glance
State and District Assessments	District Assessment: ELD Benchmark Sept 25 - Oct 20 Gr9-10_ELD_Listening Gr9-10_ELD_Reading Gr9-10_ELD_Speaking Gr9-10_ELD_Writing Gr11-12_ELD_Listening Gr11-12_ELD_Writing Gr11-12_ELD_Reading Gr11-12_ELD_Speaking		District Assessment: CVUSD Race and Gender Benchmark Semester 1 Dec. 4- Dec. 15 Students will take assessment within MasteryConnect: Sem1_Race&Gender		State Assessments: ELPAC Feb 1 - March 28 District Assessment: CVUSD Race and Gender Benchmark Semester 2 Mar.11-Mar.22 Students will take assessment within MasteryConnect: Race&Gender_Sem2		State Assessments: CAASPP April 08 - June 11	
Ethnic Studies Guiding Principles	4. Critique empire, white supremacy, racism, patriarchy, cisheteropatria	2. Celebrate and honor Native peoples of the land and communities	4. Critique empire, white supremacy, racism, patriarchy, cisheteropatriarchy, capitalism, ableism,	4. Critique empire, white supremacy, racism, patriarchy, cisheteropatriarchy, capitalism, ableism,	4. Critique empire, white supremacy, racism, patriarchy, cisheteropatriarchy, capitalism, ableism,	5. Challenge imperialist/colonial hegemonic beliefs and practices on the ideological,	4. Critique empire, white supremacy, racism, patriarchy, cisheteropatriarc	6. Connect ourselves to past and contemporary resistance movements that struggle for social

	<p>richy, capitalism, ableism, anthropocentrism, and other forms of power and oppression at the intersections of our society.</p>	<p>of color by providing a space to share their stories of struggle and resistance, along with their cultural wealth.</p>	<p>anthropocentrism, and other forms of power and oppression at the intersections of our society.</p>	<p>anthropocentrism, and other forms of power and oppression at the intersections of our society.</p> <p>5. Challenge imperialist/colonial hegemonic beliefs and practices on the ideological, institutional, interpersonal, and internalized levels</p>	<p>anthropocentrism, and other forms of power and oppression at the intersections of our society.</p>	<p>institutional, interpersonal, and internalized levels.</p>	<p>hy, capitalism, ableism, anthropocentrism, and other forms of power and oppression at the intersections of our society.</p>	<p>justice on the global and local levels.</p> <p>7. Conceptualize, imagine, and build new possibilities for post-imperial life that promotes <i>collective narratives of</i> transformative resistance, critical hope, and radical healing.</p>
<p>Essential Question</p>	<p>How does American society perceive Race, Class, and Gender?</p>	<p>What impact does the genocide of one group and the enslavement of another group have on the creation and growth of the United States.</p>	<p>Have the historically tragic economic experiences of POC and other marginalized populations and groups in the U.S. ever been resolved and are there struggles still present today?</p>	<p>What immediate effects, to the American public, especially people of color and other marginalized groups, came from U.S. industrialization and Imperialism?</p>	<p>In what way did the Progressive Era impact racial/social groups in the U.S.?</p>	<p>In what ways did people resist political, social and economic oppression in early 20th century America? To what extent was early 20th century resistance against oppression effective (i.e. was oppression diminished)?</p>	<p>How did the promise of freedom as a result of World War Two play out in the Cold War Era?</p>	<p>To what extent did the leaders and groups during the Civil Rights Movement accomplish their goals as seen by their impact today?</p>
<p>Objectives</p>	<p>Students will:</p> <p>1. Construct Criticality of One's Experience through</p>	<p>Students will:</p> <p>1. Analyze a multitude of experiences and perspectives</p>	<p>Students will:</p> <p>1. Use the Census website (Census.gov) to gather raw data on demographic</p>	<p>Students will:</p> <p>1. Highlight the experiences of immigrants coming to America given the political</p>	<p>Students will:</p> <p>1. Determine whether or not the progressive era was truly progressive</p>	<p>Students will:</p> <p>1. Analyze the different reasons to oppose/support American</p>	<p>Students will:</p> <p>1. Assess the meaning of Freedom and how that applied to post-war</p>	<p>Students will:</p> <p>1. Prepare for End of Unit Assignment as they Examine the significance of important Civil Rights events in</p>

	<p>Theoretical Frameworks of Race, Class, Gender, and Ethnic Studies</p> <p>2. Understand how these concepts and frameworks will be used to assess and analyze historical and current events found in literature.</p>	<p>in the founding of the United States</p> <p>2. Analyze the justification of slavery based on race.</p> <p>3. Analyze the theoretical foundations of the Declaration of the United States and how race or gender were or were not factored in writing it.</p>	<p>information (population size, age, sex, race, etc.) and economic factors (median household income, time traveled to work, etc.)</p> <p>2. Create graphs (visual representations) from the data using Excel, Sheets, or Numbers.</p> <p>3. Describe the graph in text, and Analyze the graph in terms of the implications demonstrated.</p>	<p>responses to specific groups during industrialization.</p> <p>Define social darwinism and white supremacy.</p> <p>3. Read "The White Man's Burden," and highlight examples of social darwinism and white supremacy and evaluate if it leans in support of against laissez-faire or social gospel.</p>	<p>2. Examine the intersection of race, gender, and class within the progressive era.</p>	<p>involvement in World War One.</p> <p>2. Describe African American social, economic and political conditions in the early 1900s.</p> <p>3. Analyze the New Deal's effectiveness in combating the Depression, and its aid to non-white communities.</p>	<p>America</p> <p>2. Examine the extent and how valid were the fears many Americans develop from the end of World War II through the Eisenhower administration that communism threatened the</p>	<p>promoting social change; such as the Montgomery Bus Boycott, the Little Rock Central High School crisis, the sit-ins in Greensboro, the formation of the SNCC, the Freedom Riders, political activism of James Baldwin - Dr. Martin Luther King, Jr. - Letter from Birmingham Jail, the March on Washington, the 16th Street Baptist Church bombing, and along with other significant Civil Rights events.</p>
Essential Standards	11.11 Students analyze the major social problems and domestic policy issues in contemporary American society	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 Independenc	11.11 Students analyze the major social problems and domestic policy issues in contemporary American society	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 11.4 Students trace the rise of	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	11.4. 5. Analyze the political, economic, and social ramifications of World War I on the home front. 11.5. 4. Analyze the passage of the Nineteenth Amendment and the changing role of women in society.	11.8 Students analyze the economic boom and social transformation of post-World War II America 11.9 Students analyze US foreign policy since World War II	11.10 Students analyze the development of federal civil rights and voting rights

		<p>e</p> <p>11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty</p>		<p>the United States to its role as a world power in the twentieth century</p>		<p>11.5 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).</p> <p>11.6. 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.</p> <p>11.7. 3 Identify the roles and sacrifices of individual American</p>	
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						<p>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).</p> <p>11.7. 4. Analyze Roosevelt’s foreign policy during World War II (e.g., Four Freedoms speech).</p> <p>11.7.5 Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans</p>		
Ethnic Studies Vocabulary	Colonization, oppression, resistance, dominant/supportive group, hegemony, dehumanization, power,	Indigenous, native, culture, empathy, community, solidarity, gender roles, cisheteropatri	Colonization, oppression, resistance, dominant/supportive group, hegemony, dehumanization, power, politics,	Hegemony, marginalization, colorism, exploitation	Marginalization, equity, inequity, xenophobia, immigration, privilege, sexism, gender roles, misogyny, racism, institutional racism,	Racism, discrimination, prejudice, segregation, objectification, oppression, institution, solidarity	Privilege, advocacy, equity, inequity, equality, inequality, disadvantage, xenophobia, dehumanization	White supremacy, white privilege, phenotype, prejudice, discrimination, race, racism, equality, equity, solidarity, peace, inclusion,

	<p>politics, economics, institution, equity, equality, prejudice, patriarchy, discrimination, culture, lens, narrative, dominant narrative, objectification, intersectionality, social justice, bias, implicit bias, stereotype, stereotype threat, impostor syndrome, trauma, imperialism, wealth, privilege, social capital</p>	<p>archy, anthropocentrism, tradition, white supremacy, racism, objectification, dehumanization, hegemony, colonization, coercion, human trafficking, imperialism, institution, oppression, marginalization, genocide, resistance</p>	<p>economics, institution, equity, equality, prejudice, patriarchy, discrimination, culture, lens, narrative, dominant narrative, objectification, intersectionality, social justice, bias, implicit bias, stereotype, stereotype threat, impostor syndrome, trauma, imperialism, wealth, privilege, social capital</p>		<p>oppression, class, standard of living, community</p>			<p>hegemony, abuse, marginalization, representation, advocacy, resistance</p>
<p>ELD Standards</p>	<p><u>Collaborative -2 Interacting via written English</u>. Collaborate with peers to engage in increasingly complex grade-appropriate written exchanges and writing projects using technology as</p>	<p>Explain ideas, phenomena, process, and relationships within and across texts based on close reading of a variety of grade appropriate texts, present</p>	<p>Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts Part I: Interacting in Meaningful Ways (B. Interpretive-6A:</p>	<p>(B. Interpretive-6A: Reading/Viewing closely) Explain ideas, phenomena, process, and relationships within and across texts based on close reading of a variety of grade</p>	<p>(B. Interpretive-6B: Reading/Viewing closely) Explain Inference and conclusions drawn from grade appropriate texts and viewing of multimedia using a variety of verbs and adverbials</p>	<p>Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts Part I: Interacting in Meaningful Ways (C. Productive 11A Justifying/</p>		<p>Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts Part I: Interacting in Meaningful Ways (C. Productive 10 B Writing) Write increasingly concise</p>

	appropriate.	in various print and multimedia formats, using increasingly detailed sentences, and a range of general academic and domain specific words	Reading/Viewing closely) Explain ideas, phenomena, process, and relationships within and across texts based on close reading of a variety of grade appropriate texts, present in various print and multimedia formats, using increasingly detailed sentences, and a range of general academic and domain specific words	appropriate texts, present in various print and multimedia formats, using increasingly detailed sentences, and a range of general academic and domain specific words (C. Productive 10 B Writing) Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers)	(e.g., <i>indicates that. Suggests, as a result)</i> C. Productive 10 B Writing) Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers)	Arguing) Justify opinions and positions or persuade other by making connections between ideas and articulating relevant textual evidence or background knowledge.		summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers) Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts Part I: Interacting in Meaningful Ways (C. Productive 11A Justifying/ Arguing) Justify opinions and positions or persuade other by making connections between ideas and articulating relevant textual evidence or background knowledge.
Anchor Text	National Geographic, US History, America Through the Lens: 1877 to the Present							
		UNIT 1 Early America	UNIT 6 Challenges of a New Century	UNIT 2 Growth and Reform	UNIT 2 Growth and Reform	Unit 3 From the Great War to The New Deal	UNIT 4 A New World Power	UNIT 5 Years of Turbulence

						& UNIT 4		
		Chapter 1 Chapter 2 Chapter 3 Chapter 4	Chapter 22	Chapter 5 Chapter 6	Chapter 7	Chapter 8 Chapter 9 Chapter 10 Chapter 11 Chapter 12 Chapter 13	Chapter 14 Chapter 15 Chapter 18	Chapter 16 Chapter 17 Chapter 19
Resources: SAMPLE ASSIGNME NTS WITH STUDENT SAMPLES	Gender Bread	One-Page r Student Samples 13th Amendm ent		Labor Union Activity Labor Union Activity-Student Sample Capitalism Vocab Intro	Women's Issues Today Student Sample		Americans and WWII Americans and WWII Student Sample	