

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Honors United States History

Board Approval Date: June 18, 2020	Course Length: 2 Semesters
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 10, 11	Subject Area: History/Social Science Elective Area (if applicable):
Prerequisite(s): Teacher recommendation or C or better in Honors World Cultures	Corequisite(s): N/A
CTE Sector/Pathway: N/A	
Intent to Pursue 'A-G' College Prep Status: Yes	
A-G Course Identifier: (a) History/Social Science	
Graduation Requirement: Yes	
Course Intent: Site Specific Program (if applicable): IB	

COURSE DESCRIPTION:

IB Middle Year Programme (MYP) courses promote student-led, inquiry based lessons. While teachers are there to provide contextual knowledge, much of the deeper analytical work is done by students. In this course, students will gain the skills of a historian allowing them to conduct independent research; independently analyze newly learned historical information, and have a contextual understanding of American History. Honors United States History will give students a strong foundation from which to become life-long learners. Honors US History examines the roots of the American nation and its diverse and evolving values. It is designed to prepare students for participatory citizenship, as well as to prepare them for the IB History of the Americas course in the Diploma Program. As such, it is a demanding course that calls upon students to master major concepts in both foreign and domestic policy, as well as economic, artistic, and social developments, from 1492-present time. Students are expected to critically analyze a host of important historical events and changes, and to write several critical essays that support a sophisticated thesis through the careful examination of facts, quotations, and statistics derived from diverse sources, both primary and secondary. Students are trained in the interpretation and analysis of maps, graphs, graphics, political cartoons, and historical quotations, and to think like a historian. The general purpose of the course is two-fold: 1-to hone critical thinking skills in reading, historical inquiry, oral presentation, Socratic methods, and expository writing; and 2-to develop an appreciation of the

depth and diversity of the values and experiences that make up the American political and cultural heritage.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Founding of a Nation	What are the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence?	*Argumentative Response: To what extent did the U.S. Constitution (including the Bill of Rights) embody the ideals of the Declaration of Independence? *SOAP: Declaration of Independence *Constitution Guiding Principles: Separation of Powers & Checks and Balances Analysis	*Unit Test *Creation of handbill to support ratification of the Constitution with comparison to Articles of Confederation *Three Branches of Government Simile Creation
2. An Emerging Republic	How did the government change during the Early Republic?	*OPCVL *Primary sources	*Debate on philosophers and who was more influential in creating the American Republic
3. Testing the Nation	How did individual regions of the United States become both more similar and different?	* Primary sources Stanford History Education Group (SHEG) lesson	*Unit Test
4. United States Civil War and Reconstruction	How was the Civil War conducted militarily, politically, economically, and culturally? How was slavery abolished through the Civil War?	*Quick Write KWL Primary source material	*Brown University Choices Program Activity
5. Growth of an Industrial Nation	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?	*OPCVL Activity	*Debate on The Gilded Age *How did the federal government affect the country's growth in the years following the Civil War?

<p>6. The Rise of the United States as a World Power</p>	<p>How did America’s foreign policy evolve from the eighteenth century to World War I? How did America change economically, socially, and politically because of World War I?</p>	<p>*Placing Actions on the Foreign Policy Spectrum Journal Response: “To what extent did America’s involvement in World War I mark a turning point in the foreign policy of the United States? *Detecting Bias in WWI Propaganda Posters *World War I Dissent handout & graphic organizer & Supreme Court Case Study 6</p>	<p>*Unit Test *1-2 page expository essay on the following prompt: During World War I, how did a war fought to save the world for democracy end up threatening civil liberties in America? *Create a recipe for a Red Scare that includes at least 10 ingredients</p>
<p>7. Boom and Bust</p>	<p>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?</p>	<p>*Stanford History Education Group (SHEG) Prohibition Document Analysis: Why was the 18th Amendment passed? *1920’s Social Change Analysis: Women, Advertising, Sports, and the Automobile (History alive!) *Impact of the Great Depression Gallery Walk activity *Republican Era Political Cartoon Analysis activity *Causes of the Great Depression Pie Chart and analysis response *New Deal Program matrix</p>	<p>*Unit Test *Essay Responses: How did the cultural identity of the United States change in the 1920s? How was social and economic life different in the early twentieth century from that of the late nineteenth century? Reaction to the New Deal: Who were the major proponents and opponents of the New Deal, and how effective were their arguments?</p>
<p>8. America’s Participation in World War II</p>	<p>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 was the war mobilized and fought differently in the Atlantic versus the Pacific? How did America win the war in the Pacific?</p>	<p>*Stanford History Education Group (SHEG) Zoot Suit Riot Analysis *(History Alive!) Assessing the decision to incarcerate the Japanese Americans during World War II (Executive Order 9066) *(History Alive!) Assessing the decision to use the atomic bomb on Hiroshima and Nagasaki</p>	<p>*Unit Test *4-5 minute newscast that describes the impact of World War II on a particular group of people. *Stanford History Education Group (SHEG) How to remember the dropping of the atomic bomb museum exhibit activity</p>

	How did World War II serve to advance movements for equality at home and abroad?		
9. Cold War Struggles Abroad	<p>What was Containment, and how was it employed? How did American foreign policy shift after World War II?</p> <p>Why was the period between 1946 and 1990 known as the Cold War? How did anti-communism drive foreign policy?</p>	<p>*Stanford History Education Group (SHEG) Who started the Cold War? activity</p> <p>*Stanford History Education Group (SHEG) Korean War textbook analysis activity</p> <p>*Stanford History Education Group (SHEG) Cuban Missile Crisis activity: Why did the Russians pull their missiles out of Cuba?</p>	<p>*Unit Test</p> <p>*Cold War Museum Exhibit (Paragraph Encyclopedia Entry & Artifact Creation)</p> <p>*Storyboard creation tracing the history of foreign involvement in Vietnam</p>
10. Movements for Equality	<p>Why was there a Civil Rights Movement? What were the goals and strategies of the Civil Rights Movement? How did various movements for equality build upon one another? How was the government involved in the Civil Rights Movement?</p>	<p>*Stanford History Education Group (SHEG) Why did the Montgomery Bus Boycott succeed? activity</p> <p>*Martin Luther King Letter from a Birmingham Jail analysis response</p> <p>*Martin Luther King vs. Malcolm X “Talk it Out” dialogue activity and written response</p> <p>*Civil Rights Road Map activity and physical product</p>	<p>*Unit Test</p> <p>*Essay Response: To what extent did African Americans achieve full political, social, and/or economic equality in the time period studied?</p>
11. Contemporary American Society	<p>How has the role of the federal government (and especially the presidency) changed from the 1970s through more recent times? How did the Cold War end, and what foreign policy developments resulted? What does globalization mean, and how has it affected the United States? Why is the United States more diverse now than it was in the middle of the twentieth century?</p>	<p>*Written Response: Analyzing the long-term impact of the Watergate scandal on American society</p> <p>*Human bar graph symbolizing nuclear proliferation during the Cold War</p> <p>*1970’s Time Capsule Activity</p> <p>*Social Movements document analysis activity</p> <p>*Bin laden-Bush speech analysis activity</p> <p>*USA PATRIOT Act</p>	<p>*Unit Test</p> <p>*Essay Response: In the period we have studied, to what extent were women successful in achieving full political, social and/or economic gender equality?</p> <p>*Post-9/11 Significance Pie Chart analysis activity</p>

	<p>In what ways have issues such as education; civil rights for people of color, immigrants, and lesbian, gay, bisexual, and transgender (LGBT) 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?</p>	<p>Political Cartoon Analysis activity</p>	
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ESSENTIAL STANDARDS:

<https://docs.google.com/document/d/1VkB7ckqTjIDtF-mkyXu97GDO2bD-HUVI6ELnOjaKhIE/edit>

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

<https://www.cde.ca.gov/be/st/ss/>

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://www.cde.ca.gov/ci/hs/cf/documents/hssfwchapter16.pdf>

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<https://www.cde.ca.gov/be/st/ss/documents/histsoescistnd.pdf>

Link to Program Content Area Standards (if applicable):

Program Content Area Standards applies to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
<i>Yes</i>		<i>American Pageant</i>	Kennedy, Cohen, Bailey	Cengage Learning	13th	
<i>Yes</i>		<i>A People's History of The U.S. 1492 - Present</i>	Howard Zinn	Longman		

Other Resource Materials

Stanford History Education Group (SHEG)
Reading Like a Historian History Lessons
UC-Davis History Project Program Materials
Choices Program (Brown University) Curriculum Materials
The DBQ Project

Supplemental Materials

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, DBQ, etc.):