

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



## U.S. History

<b>Board Approval Date: March 18, 2021</b>	<b>Course Length: 2 Semesters</b>
<b>Grading: A-F</b>	<b>Credits: 5 Credits per Semester</b>
<b>Proposed Grade Level(s): 11</b>	<b>Subject Area: History/Social Science Elective Area (if applicable):</b>
<b>Prerequisite(s): World Cultures</b>	<b>Corequisite(s): N/A</b>
<b>CTE Sector/Pathway: N/A</b>	
<b>Intent to Pursue ‘A-G’ College Prep Status: Yes</b>	
<b>A-G Course Identifier: (a) History/Social Science</b>	
<b>Graduation Requirement: Yes</b>	
<b>Course Intent: District Course Program (if applicable):</b>	
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### **COURSE DESCRIPTION: (Online Course)**

**United States History and Geography begins with the establishment of European colonies in North America and then traces the nation's history from post-Civil War to the present. Students examine the beliefs and philosophies that informed the American Revolution and the subsequent formation of the government and political system, then evaluate the attempts to bind the nation together during Reconstruction while simultaneously exploring the growth of an industrial economy. Moving into the 20th and 21st centuries, students probe the economic and diplomatic interactions between the United States and other world players while investigating how the world wars, the Cold War, and the**

"information revolution" affected the lives of ordinary Americans. Woven through this chronological sequence is a strong focus on the changing conditions of women, African Americans, and other minority groups. The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities.

**DETAILED UNITS OF INSTRUCTION:**

<b>Unit Number/Title</b>	<b>Unit Essential Questions</b>	<b>Examples of Formative Assessments</b>	<b>Examples of Summative Assessment</b>
<b>1. Becoming American</b>	What characteristics define a society? Why do people form governments? How should societies settle disputes?	*Quizzes *Journals *Discussion activities	*Unit Test
<b>2. Post-Civil War America</b>	How is urban life different from rural life?	*Quizzes *Journals *Discussion activities	*Unit Test
<b>3. Industrial America</b>	How did the United States become an industrialized society after the Civil War? Why do people migrate?	*Quizzes *Journals *Discussion activities	*Unit Test
<b>4. Populism and Progressivism</b>	Can politics fix social problems? How has the cultural identity of the United States changed over time?	*Quizzes *Journals *Discussion activities	*Unit Test
<b>5. The Age of Imperialism</b>	How are empires built? Why do nations go to war?	*Quizzes *Journals *Discussion activities	*Unit Test
<b>7. Progress and Challenges</b>	What causes changes in the economy over time? How do depressions affect societies?	*Quizzes *Journals *Discussion activities	*Unit Test

	<p>Can the government fix the economy?          Could World War II have been prevented?          Why do some people fail to respond to injustice while others try to prevent it?</p>		
<b>8. The Cold War Begins</b>	<p>How did the Cold War shape postwar international relations?          How did the Cold War affect American society?          How does prosperity change the way people live?</p>	<p>*Quizzes          *Journals          *Discussion activities</p>	*Unit Test
<b>9. Change is in the Air</b>	<p>Can the government fix society's problems?          How did the civil rights movement effect changes in American society?          How does military conflict divide people within cultures?</p>	<p>*Quizzes          *Journals          *Discussion activities</p>	*Unit Test
<b>10. Contemporary Issues</b>	<p>How did the resurgence of conservative ideas change society?          How have improvements in science and technology helped change society?          How is American culture shaped by a set of common values and practices?          How have disputes over ideas, values, and politics resulted in change?</p>	<p>*Quizzes          *Journals          *Discussion activities</p>	*Unit Test

Apex Units 6&11: Review and Exams

**ESSENTIAL STANDARDS:**

- 11.1 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.
- 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
- 11.3 Students analyze the role religion played in the founding of America, its lasting moral, social and political impact, and issues regarding religious liberty.
- 11.4 Students trace the rise of the U.S. to its role as a world power in the 20th century.
- 11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.
- 11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.
- 11.7 Students analyze the American participation in World War II.
- 11.8 Students analyze the economic boom and social transformation of post-World War II America.
- 11.9 Students analyze United States foreign policy since World War II.
- 11.10 Students analyze federal civil rights and voting rights developments.
- 11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

**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.

<http://www.corestandards.org/read-the-standards/>

**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.

<http://www.cde.ca.gov/ci/hs/cf/sbedrafthssfw.asp>; <https://www.cde.ca.gov/ci/hs/cf/hssframework.asp>

**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.

**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**

<b>Board Approved</b>	<b>Pilot Completion Date (If applicable)</b>	<b>Textbook Title</b>	<b>Author(s)</b>	<b>Publisher</b>	<b>Edition</b>	<b>Date</b>
<i>Yes</i>		<i>Apex :US History and Geography</i>		Apex Online courses	2019	

**Other Resource Materials**

**Supplemental Materials**

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