

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



US History 1000

Board Approval Date: May 15, 2025	Course Length: 2 Semesters
Grading: Pass/Fail	Credits: 5 Credits per Semester
Proposed Grade Level(s): 9, 10, 11, 12	Subject Area: History/Social Science Elective Area (if applicable):
Prerequisite(s): Placement in this course requires recommendation of an IEP; students qualify to take the alternative state assessment	Corequisite(s): none
CTE Sector/Pathway: N/A	
Intent to Pursue 'A-G' College Prep Status: No	
A-G Course Identifier: N/A	
Graduation Requirement: Yes	
Course Intent: N/A Program (if applicable): N/A	
Folsom Cordova Unified School District 2024-2025 Nondiscrimination Statement The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. For questions or complaints, contact: Jim Huber, Ed.D., Assistant Superintendent, Educational Services Compliance Officer, Section 504 Coordinator, ADA Coordinator (students) jhuber@fcusd.org 916-294-9000 x 104580	

**Shannon Diaz, Director of Compliance
Compliance Officer and Title IX Coordinator
sdiaz@fcusd.org
916-294-9000 x 104415
1965 Birkmont Drive
Rancho Cordova, CA 95742**

The Folsom Cordova Unified School District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to the Folsom Cordova Unified School District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The District Title IX Coordinator is:

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The District's nondiscrimination policy can be located at:

<https://www.fcusd.org/district/about-us/nondiscrimination-statementpolicy>

The District's nondiscrimination complaint procedures can be located at:

Students: <https://www.fcusd.org/departments/compliance/complaints/uniform-complaints>

Staff: <https://www.fcusd.org/departments/compliance/complaints/nondiscrimination-in-employment>

To report information about conduct that may constitute sex discrimination or sex-based harassment, or make a complaint of sex discrimination or sex-based harassment under Title IX, please refer to:

Students: <https://www.fcusd.org/district/about-us/title-ix-notificationsexual-harassment>

Staff: <https://www.fcusd.org/departments/compliance/complaints/sexual-harrassment-title-ix>

COURSE DESCRIPTION:

Students in high school study the major turning points in American history in the twentieth century. Following a review of the nation's beginnings and the impact of the Enlightenment on U. S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state.

Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to

citizens of other countries. Students understand that our rights under the U. S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection. In this course, students apply knowledge gained in previous years of study to pursue a deeper understanding of major turning points in the shaping of the United States and the modern world. In addition, students draw upon their studies of world and United States history to examine current national and world issues and the growing interdependence of people throughout the world.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. History Skills	How Do We Study U.S. History? What Is History?	*Identify the cause or result of a historical event or period of time	*Unit assessment
CCR-R 6-12.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
2. Early Settlers	What was the life and society of Native Americans? Who were the early explorers?	*Use multiple sources to create a sequence of events from a historical period	*Unit assessment
HSS 11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.			
3. Founding America	How were the colonies established? How did the American Revolution change things?	*social, economical and political reasons for the Declaration of Independence and the American Revolution	*Unit assessment
HSS 11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.			
4. Creating A New Government	What is included in The Constitution? How was the new government formed?	*Identify the cause or result of a historical event or period of time	*Unit assessment
HSS 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.			
5. Young America	What was the U.S.'s relationship with Britain	*Describe contributions to our society by people of various	*Unit assessment

	and France? How did the U.S. expand? How did early industrialization change society?	cultures, races and ethnicities	
HSS 11.2.2 Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.			
6. A Divided Nation	What events led to the Civil War? How did the U.S. reconstruct after the Civil War?	*Recognize that attitudes can reflect prejudice and discrimination (e.g., racial discrimination that continued after the Civil War, Nineteenth Amendment)	*Unit assessment
HSS 11.1.4 . Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.			
7. Becoming A World Power	How did the U.S. change from an agrarian society? What foreign policies led to the Spanish-American War? What were the major events of World War I?	*Describe ways that technology has changed workplaces, cities and communities (e.g., results of the Industrial Revolution to present day)	*Unit assessment
HSS 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.			
8. The Roaring 20's & The Great Depression	What changed during the 1920's? What happened during the Great Depression? How did the New Deal strengthen the economy?	*Identify roles of leaders as peacekeepers in the community, state and country (e.g., emergence of the United States as a world leader after World War I) *Recognize that working as a group can help identify a problem and develop a plan for its solution (e.g., The Great Depression and the New Deal)	*Unit assessment
HSS 11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s. HSS 11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.			
9. World War II	What were the causes of	*Consider a conflict situation	*Unit assessment

	World War II? What were the key events and consequences of World War II? How did World War II affect Americans?	and reasons for staying out of it or getting involved (e.g., World War II, nuclear arms)	
11.7 Students analyze America's participation in World War II.			
10. Postwar America	How did the Postwar Era change society? What were the key events of the 1950's? What were the key events of the 1960's? Who were the important people in the Civil Rights Movement? What were the key events of the 1970's?	*Recognize that attitudes can reflect prejudice and discrimination (e.g., racial discrimination that continued after the Civil War, Nineteenth Amendment) *Explain how conflicts can be resolved through compromise (e.g., Cold War, Vietnam War)	*Unit assessment
HSS 11.4 Students trace the rise of the United States to its role as a world power in the twentieth century. HSS 11.8 Students analyze the economic boom and social transformation of post-World War II America. HSS 11.9 Students analyze U.S. foreign policy since World War II. HSS 11.10 Students analyze the development of federal civil rights and voting rights.			
11. Modern America	What were the key events of the 1980's? What were the key events of the 1990's? What were the key events of the 2000's?	*Evaluate current national issues and their advantages or challenges to this country	*Unit assessment
HSS 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.

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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.

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/histsocscistnd.pdf>

Link to Program Content Area Standards (if applicable):

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

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

TEXTBOOKS AND RESOURCE MATERIALS:**Textbooks**

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
Yes		<i>Unique Learning Systems</i>	various	n2y.com	online	