

FAME Public Charter School A-G Course Template

Course Title: a-g US History

Requisite: To Be Taken 11th or 12th grade year

Brief Course Description - Briefly (in a short paragraph) describe the course focusing on content. This should look like something you would see in a course catalog. Type the information in the text box below. All text boxes will expand as needed.

This is a yearlong course that may be completed in the 11th or 12th grade year. It is a thorough course covering the history of the United States and builds on what was learned in World History. Students will review the nation's beginnings, democratic ideals, and industrial transformation. They will trace the change in the ethnic composition of American society, the movement towards equal rights for racial minorities and women, and the role of the United States as a major world power. Students will consider major social problems of our time and trace their causes in historical events. They will learn that the United States has served as a model for other countries. Emphasis is placed on critical and evaluative thinking skills, essay writing, and interpretation of original documents.

Textbooks

Include list of Primary and Secondary Texts. Make sure to note the books that will be read entirely and those that will be as excerpts. Textbook information is not necessary if your course is a Visual and Performing Arts course. Online texts or non-standard text materials should include a link to the online text.

Primary Textbooks

Title: United States History Modern America (California Edition)

ISBN: 0132516357

Edition: 1st

Publication Date: 2008

Publisher: Prentice Hall

Author(s): Lapansky-Werner, Levy, Roberts, Taylor

URL Resource(s): www.phschool.com

Title: The American Vision, Modern Times (California Edition)

ISBN: 9780078678516

Edition:

Publication Date: 2006

Publisher: Glencoe/McGraw Hill

Author(s): URL Resource(s):

Supplemental Instructional Materials - Please describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.

Teacher's Edition ISBN for US History Modern America Ca Edition: 0132026228

Teacher's Edition ISBN for The American Vision, Modern Times Ca Edition: 9780078678523

Additional a-g Approved Course Options:

NUVHS US History A/B

Course Objectives – what the students will know at the end of the course

Students will meet the state standards for U.S. History. They will analyze and understand:
*the significant events in the founding of the nation and its attempts to realize

the philosophy of government described in the Declaration of Independence

- *the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe
- *the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty
- *Trace the rise of the United States to its role as a world power in the twentieth century
- *the major political, social, economic, technological, and cultural developments of the 1920s
- *the different explanation for the Great Depression and how the New Deal
- *America's participation in World War II
- *the economic boom and social transformation of post-World War II America
- *U.S. foreign policy since World War II
- *the developments of federal civil rights and voting rights
- *the major social problems and domestic policy issues in contemporary American Society.

Course Goals and Major Student Outcomes – what the students will be able to do at the end of the course

Students will work towards mastering the California State History-Social Science Content Standards. Student understanding of the standards will be measured by teachers, working collaboratively, to consider a multifaceted view of what constitutes a mature understanding of concepts. Students will demonstrate understanding by being able to:

- *Explain; with supporting facts and data
- *Interpret; by providing personal dimensions to ideas and events
- *Apply; by effectively using and adopting what is known in diverse contexts
- *Demonstrate perspective; by describing points of view of the big picture
- *Empathize; by finding value in the odd, alien, or implausible
- *Indicate self knowledge; by being aware of personal style and habit of mind

Course Outline by Units of Study – the content you will cover arranged in units

Unit 1: Creating a Nation: 1763-1815
 Topics: Independence
 From confederation to Federal Union
 Strong Start for the Nation
 The constitution

Unit 2: Growth and Change: 1790-1860
 Topics: Nationalism and Economic Growth
 Regional Societies
 Working for Reform

Unit 3: War and Reunification: 1820-1900
 Topics: Expansion and Conflict
 Sectional Conflict Increases
 The Civil War
 Reconstruction and the New South

Unit 4: A Nation Transformed: 1860-1910
 Topics: The Western Crossroads

The Second Industrial Revolution
The Transformation of American Society
Politics in the Gilded Age
Unit 5: World Power: 1897-1920
Topics: The Age of Reform
Progressive Politicians
America and the World
World War I
Unit 6: Prosperity and Crisis: 1919-1939
Topics: A Turbulent Decade
The Jazz Age
The Great Depression
The New Deal
Unit 7: World Conflicts: 1921-1960
Topics: The Road to War
Americans in World War II
The Cold War
Society After World War II
Unit 8: Changing Home front: 1960-1978
Topics: The New Frontier and the Great Society
The Civil Rights Movement
Struggles for Change
War in Vietnam
Unit 9: Modern Times: 1968-2000
Topics: From Nixon to Carter
The Republican Revolution
Launching the New Millennium
Unit 10: A New Age
Topics: Cultural Changes
Technology and the Information Age
Terrorism at Home and Abroad
The Clinton Years
The Bush Years
Change and the Obama Administration

Key Assignments

The writing assignments for this course are embedded in the key assignments. All research projects and essays are to be 5-7 pages in length and will include the following:

- All written assignments are to be typed or legibly written in ink.
- The final paper/project, together with all drafts, will be submitted and the final product will be graded. The teacher or a colleague of the teacher will complete the assessment. The evaluator will consider spelling, grammar, vocabulary, depth of understanding, insight, and other qualities of good writing and whether or not the project meets the scope of the assignment. School approved guidelines for grading, commonly called rubrics, will be followed by the teachers in the grading of student writing assignments.

In addition to chapter readings, assignments, quizzes, and tests, students will complete the following major assignments.

Directions:

1. Students will complete a research project each semester on a topic of choice related to the thematic units. The project may take variety of formats according to the interests of the student: a formal written report, a series of book reports on one topic, a historical fiction story, a series of letters, etc. The teacher must approve the topic and format of the project. Each report must have a least three resources and include an outline and bibliography. One of the resources should be electronic (i.e. CD-Rom, Internet, course-specific software).

2. Students are to imagine that they desire to be immigrants to the United States of America. The time may be in the twenty-first century. Students will imagine that they have some skill that will enable them to earn a living in the US. Each student is to develop a cover letter of application for immigration and a packet of back-up information that supports the application. The supporting documents would include such, information as certificates of competence, certification of experience, and letters of recommendation. This application should be sufficiently convincing to the authorities that they would see the “immigrant” as an important asset to the economy, culture, or defense of the United States.

3. With a focus on California, prepare an oral presentation of at least 10 minutes, along with a written outline of the presentation that explains how the world events from the last century to the present have shaped or influenced this state. In doing this assignment, each student is to identify current social, cultural, economic, and political issues facing California and compare these modern day issues with those facing the citizens of California in the past. This presentation should include specifics, such as the reasons for and extent of immigration, citizen’s rights, economic expansion, and specific persons of influence then and now.

4. Identify and study one of the major social problems or domestic policy issues in contemporary American society such as homelessness, poverty, health care, education, domestic terrorism, depletion of natural resources, or global warming. Prepare a written report of 700 to 1,000 words that describes the responsibility of the United States citizens and the US government to work for problem solving in one of these areas.

5. Students prepare an oral presentation of at least 10 minutes, along with a written outline of the presentation, that explains the steps taken by the Federal Reserve, Congress, Presidents Hoover and FDR to combat the economic crisis and compare and contrast it with how those institutions and presidencies of George W. Bush and Barack Obama have dealt or are dealing with such monumental domestic crisis.

6. Students will complete a cultural research project regarding some aspect of what it means to be an ethnic American. Students will chose any ethnicity other than their own. Examples include Japanese American, Latina/Latino American, Italian American, Mexican American, African American or any other ethnicity which has migrated and

attempted to integrate into American culture. Any American ethnicity other than the student's own is an appropriate choice for this project. The project must include information about how the cultural precepts, both positive and negative, effect this culture's ability to integrate fully into the larger American culture. It may include other topical issues such as language barriers, cultural identity, isolation, integration of cultural traditions or other topics specific to the culture chosen. All project topics must first be approved by the student's teacher and will include the following upon completion:

1. 5-7 page essay in MLA format.
2. Visual representation of the project.
3. Oral presentation of the essay and visual requirement.

7. Optional Assignment or Extra Credit

Students read *The Jungle* by Upton Sinclair and using knowledge that they gain from the novel write a journal from the perspective of an immigrant living at the time of industrialization. Students should have a minimum of one entry per chapter.

Instructional Methods and Strategies

Students will be expected to develop and present work samples described under the key assignments section as well as those required in the textbook/curriculum used. Students will work independently through the text as a primary resource. In order to support this process teachers will provide each student:

- *Opportunities to discuss and define complex issues orally or via email
- *Modeling of activities and expected outcomes
- *A variety of print and non-print resources
- *Modeling of study strategies appropriate for different learning styles
- *Discussions around points of view
- *Opportunities to summarize, analyze, compare/contrast, describe, classify, and persuade
- *Opportunities for practice in preparation for presentations

Assessment Methods and Strategies

A variety of assessment tools will be used. Written work, as described above, will be corrected in collaboration between the student, teacher, and parent. Assessment tools include but are not limited to:

- *Standardized tests
- *Criterion based tests
- *Portfolio assessments
- *Student Journal assessments
- *Teacher observation
- *Performance assessments using cameras and recorders
- *Student self-evaluation
- *Surveys and questionnaires
- *Written work, quizzes, and final exams must be completed at 75% accuracy rate to receive credit

