

Course Title: U.S. History 1-2 College Prep
Grade Level: 11
Length of Course: One year
Prerequisites: None (required course for all Juniors)
Credit: 10 units

California Content Standard for History-Social Science 11.1 – 11.11

Course Description:

Students will review the Foundations of the American Democracy through revolution and formation of a constitution. Also, there will be extensive review of Civil War/ Reconstruction, American Industrialism/Progressivism, analyze and explain the development of the 1920's, Great Depression, WW II, Civil Rights Movement, U.S. Foreign Policy in the 20th Century, and analyze the major social problems, domestic policy issues and the governmental responses.

Goal Statements:

The purpose of this course is to teach students major themes and chronological events of American history. Upon completion of the course students will:

- Understand the origins and development of the Progressive Era and evaluate its accomplishments and limits in its attempts to address the excesses of the Gilded Age and urbanization, and to enlarge political democracy.
- Trace the United States' rise to world power through United States foreign policies and involvement in the early 20th century.
- Analyze and explain the major political, social, economic, technological and cultural developments of the 1920's.
- Analyze and weigh the different explanations for the Great Depression and how the New Deal affected society and changed American federalism.
- Identify and analyze the American role and participation in World War II, including the character of the war at home and abroad.
- Identify and analyze the economic boom and social transformation of post World War II America.
- Analyze and explain multiple, and sometimes conflicting, aims and effects of United States foreign policy in the 20th Century and its impact on the home front.
- Evaluate federal civil rights and voting rights' developments since the 1950's.
- Analyze the major social problems and domestic policy issues and the community and governmental responses in contemporary American society.

Units of Study:

Students review the origins of United States and trace its development and evolution through the period of Reconstruction:

- Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.
- Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.

- Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.
- 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.
- Analyze the great religious revivals and the leaders involved in them, including the First Great Awakening, and the Second Great Awakening.

Students understand the origins and development of the Industrialism/Progressive Era.

- Assess the geographic and social consequences of large scale rural to urban migration and immigration from southern Europe on living.
- Assess the impact that industrialization had on living and working conditions.
- Trace the economic development of the United States.
- Describe corporate mergers that produced trusts and cartels.
- Analyze the decisions facing the labor movement.

Students trace the U.S. rise to world power.

- Explain the purpose and the effects of the Open Door policy.
- Explain the geopolitical arguments leading to American engagement in European wars.
- Compare and contrast Roosevelt's Big Stick diplomacy, Taft's Dollar Diplomacy and Wilson's moral diplomacy.
- Evaluate the United States' role in the Panama Revolution and the building of the Panama Canal.
- Analyze World War I military engagements, the importance of the United States' victories.

Students analyze major political, social, economic development of the 1920's.

- Evaluate the administrations of Harding, Coolidge, and Hoover.
- Explain reasons for and consequences of the passage of the 18th Amendment to the Constitution and for the Volstead Act (prohibition).
- Analyze the reasons behind immigration issues and discrimination (e.g., immigration quotas, the Ku Klux Klan, The Red Scare, the Sacco and Vanzetti trial, Marcus Garvey's Back to Africa movement, and race riots).
- Extend ideas presented in primary original analysis, evaluation, and elaboration. (HSEE)
- Describe the Harlem Renaissance and cultural flowering of literature, music and art.
- Explain the popularity of heroes in the 1920's.
- Analyze the rise of mass production techniques and their impact on the growth of cities and their transformation of the American landscape.
- Explain the rise of the managerial system and welfare capitalism.

Students analyze the Great Depression, New Deal and the changed American Federalism.

- Identify the weakness in key sectors of the economy and government economic policies in the late 1920's.

- Analyze the multiple causes and effects of the Stock Market crash and describe the monetary and fiscal policy of the federal government and the Hoover Administration to combat the economic crisis.
- Synthesize the content from several sources; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension. (HSEE)
- Assess the influence of the Depression.
- Analyze the effects and controversies of the New Deal economic policies and the expanded role of government in the economy since the 1930's.
- Define scarcity and explain how goods and services are allotted in a market economy.
- Evaluate who benefited and who bore the cost of New Deal legislation across classes and geographic regions.

Students analyze World War II, both home and abroad.

- Analyze the debate between isolationists and interventionists in the United States.
- Analyze Pearl Harbor, culminating in the United States' involvement in World War II.
- Synthesize the content from several sources' ideas and connect them to other sources and related topics to demonstrate comprehension. (HSEE)
- Describe the role and sacrifices of American combat soldiers.
- Analyze Roosevelt's ideas.
- Describe the economic and military mobilization and other events on the United States home front, including the internment of Japanese-Americans.
- Generate relevant questions about readings on issues that can be researched. (HSEE)
- Evaluate the role and long-term consequences of women in military production.
- Explain how participation of African-Americans affected their political demands after the war.
- Analyze the war's impact on American industry.
- Analyze the decision to drop atomic bombs and their consequences.

Students analyze post World War II America, both economic boom and social transformation.

- Evaluate the political, social and economic effects of World War II on the postwar United States.
- Assess the growth and influence of the service sector.
- Evaluate the economic policies of Truman and Eisenhower.

Students analyze the conflicting aims and effects of foreign 20th century U.S. policy/Cold War.

- Explain the various means used of United States foreign policy such as diplomacy, economic, military and humanitarian aid, treaties, sanctions, military intervention, covert action, and peacekeeping.
- Describe the massive aid given to countries to rebuild themselves and its importance to the United States home economy.
- Evaluate goals and results of the Marshall Plan, Truman Doctrine, NATO, United Nations and their importance in shaping modern Europe.
- Analyze the arms race and the control of nuclear arms.

- Analyze the origins and geopolitical consequences of the Cold War, including major foreign policies of the Truman, Eisenhower, Kennedy, Johnson, Nixon and Reagan administrations.
- Analyze U.S. involvement in Vietnam.
- Explain the communist containment policies in Europe, Latin America, and Asia.
- Evaluate the role of the Reagan administration in the collapse of the Soviet Union.
- Prepare a bibliography of reference materials for a report using a variety of consumer, workplace and public documents. (HSEE)
- Generate relevant questions about readings on issues that can be researched. (HSEE)
Synthesize information from multiple sources.
- Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., *Modern Language Association Handbook*, *The Chicago Manual of Style*). (HSEE)

Students analyze Federal Civil and voting rights.

- Analyze how the egalitarian ideology of the war effort (combined with the realities of racial segregation in the armed forces) produced a stimulus for civil rights.
- Analyze the *Brown vs. Board of Education* decision and its effect on American education and society; compare this decision to the *Plessy vs. Ferguson* case of 1896.
- Explain African-Americans' struggle for civil rights in the 20th century, leaders in the movement (Booker T. Washington, WEB. DuBois, Martin Luther King, Rosa Parks, NAACP, the Freedom Riders, Malcolm X), and related activity leading to desegregation of public accommodations, transportation, housing and employment.
- Analyze Martin Luther King's "Letter from a Birmingham Jail" and "I Have A Dream" speech.
- Explain the spatial diffusion of the civil rights movement from the churches of the rural South to the streets of the urban North.
- Analyze controversies between group rights and individual rights, including school busing and affirmative action.
- Explain how the assassinations of civil rights leaders impacted the civil rights movement.
- Trace the campaign for women's suffrage and pro- and anti-equal rights forces with its origin in the era of Elizabeth Stanton and Susan B. Anthony through the National Women's Party and the 19th Amendment of 1920 and its connection to the women's movement launched in the 1960's.

Students analyze the major social and community problems in contemporary American society.

- Explain the major aims and policies of the contemporary presidential administrations, including the Watergate scandal.
- Assess the impact, needs, and controversies of the environmental movement.
- Compare and contrast conservative and liberal social and economic policies.
- Evaluate the consequences of the changing family structure.

Student Outcomes for all Units of Instruction:

Students will:

- Review our nation's beginnings and impact of the Enlightenment.

- Understand the emergence and impact of new technology and corporate economy, including social and cultural effects.
- Trace the changes in ethnic composition of American society and movement toward equal rights for racial minorities and women; role of the United States as a world power.
- Study emphasis of the expanding role of the federal government, federal courts, and the tension between the individual and the state.
- Trace causes of major social problems.
- Understand the rights under the U.S. Constitution and the reliance on an educated citizenry for preservation and protection of these rights.

Assessment Strategies:

- Test
- Project
- Quizzes
- Homework
- Small group project
- Debate
- Interview
- Test/pre-test
- Timeline
- Evaluative, analytical research paper
- Final exam

Skills to be Mastered: Chronological and Spatial Thinking

Students will:

- Compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons learned.
- Analyze how change happens at different rates at different times; that some aspects can change while others remain the same; that change is complicated and affects not only technology and politics, but also values and beliefs.
- Use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration; changing environmental preferences and settlement patterns; the frictions that develop between population groups; and the diffusion of ideas, technological innovations, and goods.
- Relate current events to the physical and human characteristics of places and regions.

Historical Research, Evidence and Point of Views:

Students will:

- Distinguish valid arguments from fallacious arguments in historical interpretations. Identify bias and prejudice in historical interpretations.
- Evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of author's use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
- Construct and test hypotheses; collect, evaluate and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation:

Students will:

- Show the connections, causal and otherwise, between particular historical events and larger social, economic and political trends and developments.
- Recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
- Interpret past events and issues within the context in which an event unfolded rather than solely in terms of present day norms and values.
- Understand the meaning, implication, and impact of historical events while recognizing that events could have taken other directions.
- Analyze human modifications of a landscape, and examine the resulting environmental policy issues.
- Conduct cost/benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.

Instructional Strategies:

- Presentation by lectures
- Discussion in class
- Critique of work
- Research papers
- Simulations
- Readings
- Role play
- Mock trial/court

Instructional Materials:

- Text
- Videos
- Primary resources
- Outside readings
- Graphs
- Maps
- Library and Internet research
- Newspapers
- Speakers
- Internet search
- Court decisions