

TAMALPAIS UNION HIGH SCHOOL DISTRICT
Larkspur, California

Course of Study

Honors Integrated United States History 1-2

I. INTRODUCTION

Honors Integrated United States History is a rigorous and accelerated US History course designed to be integrated with appropriate English and media courses. The course prepares students for intermediate and advanced college courses by developing higher level reading, writing, analytical, and communication skills in conjunction with Honors Advanced Exposition, American Literature, and Documentary and Integrated Media Studies. It is a one-year upper division social studies course for juniors and seniors participating in The Academy of Integrated Humanities and New Media at Tamalpais High School.

Honors Integrated US History will examine America's past thematically through the study of nonfiction texts, primary sources, film, and literature. By exploring the major eras and developments in American history through the lens of broad themes in three courses, students will make connections between historical eras, English and media curricula, and contemporary society. Through the production of video documentaries, students will learn how to collect, organize, analyze, and evaluate a variety of primary and secondary sources and synthesize them with their own research and data in order to communicate and inform an audience about contemporary, relevant American issues with a strong historical context. Honors Integrated US History gives students a more rigorous history curriculum combined with an integrated and project-based learning approach.

This course addresses the following **Tam 21st Century Goals**:

- Prepare students for lives of personal, academic, and professional growth, achievement, and fulfillment.
- Prepare students to think conceptually, solve complex problems, acquire knowledge, communicate ideals and work individually and collaboratively.

This course addresses the following **Student Learning Outcomes**:

- #1: Communicate articulately and persuasively when speaking and writing.
- #2: Read and analyze material in a variety of disciplines.
- #3: Use technology to access information, analyze and solve problems and communicate ideas.

- #10: Analyze and propose solutions to contemporary issues using a variety of perspectives.
- #11: Interpret, experience, create, and/or perform artistic work.
- #12: Demonstrate school-to-work/post-secondary transition skills and knowledge.
- #13: Participate in community, social, civic or cultural service.

This course will complement and reinforce the material presented in other courses in the Social Studies curriculum, particularly World Cultures and Geography, World History, Government, Economics, and Contemporary Issues. It will also complement and reinforce the curriculum in American Literature, Honors Advanced Exposition, and Documentary and Integrated Media Studies.

This course is designed to help students attain the state United States History and Geography Content Standards.

II. STUDENT LEARNING OUTCOMES

A. Students will:

1. Analyze major issues and conflicts during major periods of United States History, taking into account multiple perspectives and identifying bias and prejudice in historical interpretations. To present their analyses, students will use several different media, such as document-based essays, debates, presentations, simulations, and video documentaries.
2. Compare the past and present, evaluating the consequences of past events and decisions and determining their impact on the present.
3. Connect historical events, people, and eras with appropriate literature, film, and documentaries.
4. Collect, organize, analyze, and synthesize historical data in the form of written primary sources and moving and still images.
5. Record historical information and analyze the course material by taking notes; writing analytically, reflectively, and narratively; conducting discussions; reading works of historical fiction, non-fiction, biography, and auto-biography; interpreting historical data, primary sources, and political cartoons.
6. Conduct, analyze, and interpret interviews as primary source material on specific historical topics related to the documentaries they are producing.
7. Examine their own personal connection to US History through documentary projects, oral histories, family history investigations, journals, and discussion.

B. Students will cover all of the state United States History and Geography Content Standards (listed below). Additionally, because the subject matter is organized by theme, it may also include eras from the time period 1607-1865. For example, if we are studying the legacy of slavery, we will trace the evolution of slavery from the arrival of the first Africans in the colonies in 1619 to present-day race relations. The Content Standards for US History include:

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

C. Major units of the course include:

Early American History: Framing of the Constitution, Fundamental Values of the United States, Colonial America and Revolution
 Slavery: Origins, Expansion, and Legacy
 The Civil War and Reconstruction
 The Gilded Age
 The Progressive Era
 Rise of America as a World Power: Westward Expansion, Imperialism and Manifest Destiny, and WWI
 Immigration
 The 20's and 30's
 World War II
 The Cold War and the 1950s
 1960's-1970's: Social Movements, Domestic Policy and Foreign Policy
 1980's Backlash: The Rise of Conservatism

Students will read, discuss, and write, as well as produce documentaries, about these units through the lens of broad themes that integrate with literature and film. These themes might include identity, activism, or rebellion, depending on our academy's focus that year. All broad themes, however, will incorporate specific American history themes such as the expanding role of the Federal government, change in the ethnic makeup of American society, movements for equality, and the role of the United States as a major world power.

III. ASSESSMENT

A. Student Assessment

Students will be assessed on the learning outcomes through a variety of means including:

- Written and oral quizzes and tests. These written exams may combine essay, short answer or multiple-choice questions. They may also include document-based essay tests.
- Video documentaries.
- Research papers.
- Historical non-fiction research-based book projects.
- Note-taking, outlines, journals.
- Oral presentations, debates, discussions and simulations.
- Self-assessments and reflections.

Since this course will be taught as part of an academy, with heterogeneous classes, the assessments for honors students will be differentiated. They will take more rigorous tests, respond to different essay prompts, use more primary sources and read more challenging texts. Additionally, they will be required to provide some form of leadership within the academy—either in the form of leading a documentary project, leading a class or small group discussion, or providing help to struggling students.

Grading standards and classroom procedures will be set by individual teachers and communicated clearly to students, in writing, at the beginning of the course.

B. Course Assessment

This course will be assessed every four years in accordance with the Curriculum Cycle. The assessment will include student feedback, academy teacher feedback as well as administrative and departmental observation.

IV. METHODS AND MATERIALS

A. Methods

A variety of strategies will be used to implement the curriculum and address the student outcomes previously mentioned. These include:

- Project-based learning, emphasizing documentary production
- Group discussions
- Reading and analysis of primary documents, secondary sources and archival still and video images
- Content-centered lectures
- Guest speakers
- Historical fiction and non-fiction reading and research projects
- Student-centered oral presentations, debates and simulations

To provide a richer and more rigorous honors experience within a heterogeneous class, separate honors seminars will be held weekly.

B. Materials

1. The text has not yet been selected. The options include:
 - America: A Narrative History by Tindall and Shi (W.W. Norton & Co.)
 - The American People by Nash and Jeffrey (Longman)
 - Making America by Berkin, Miller, Cherny, & Gormly (Houghton Mifflin)
 - A People and A Nation by Norton and Katzman (Houghton Mifflin)
 - The Enduring Vision by Boyer and Clark (Houghton Mifflin)

All of these texts are used in introductory American History survey courses at colleges and universities, as well as for honors and AP US History classes in high schools.

2. Primary resources will be drawn from a variety of sources.
3. Library and reference sources include books, magazines, atlases, almanacs, encyclopedias, poetry, music lyrics and the Internet.
4. Film, documentaries, photographs, and oral histories
5. Graphs, charts, artifacts.
6. Literature, short stories, historical fiction and non-fiction
7. School and community resources including guest speakers and community organizations.

C. Technology

Because technology is one arm of this academy, and producing documentaries is a required component of this course, analysis, use and production of audio-visual resources will be an integral part this course.

Student use of technology will include the following:

- Analyzing and using archival still and moving images
- Filming and editing interviews for video documentaries
- Using video editing software such as Final Cut Pro, DVD Studio Pro, Photoshop, and LiveType
- Using spreadsheets to analyze data
- Conducting online student forums
- Writing online book reviews and notes

D. School to Career Goals

This course will use school to career resources in the following ways:

- Guest speakers on various topics in American history
- Adult mentors in documentary production
- Student fieldwork on video documentaries

E. Suggested Instructional Time Allocation

Instructional time will be structured around large, project-based assessments. AIM is fortunate to have a flexible time schedule as students only have AIM on Wednesdays and Fridays, thus allowing for creative time allocation. Because this is a project-based learning academy, the format of delivering content and teaching skills is different from a traditional classroom. In general, however, instruction will be structured as follows:

- Weekly honors seminar.
- Each semester will follow a pattern of content instruction and then documentary production. Thus, students will follow a cycle of “learn and apply” throughout the year.
 - 12-14 weeks of content instruction using teacher and student-centered methodology. During these 12-14 weeks, six historical units will be covered.
 - 4-6 weeks of application of knowledge via documentary projects. During these 4-6 weeks students develop and hone their social science skills of research, analysis, synthesis by working collaboratively with other students to produce a documentary.
- Students will produce one documentary per semester.

V. GENERAL INFORMATION

Honors Integrated US History is a 10 credit course open to students in AIM. Students taking this course receive a weighted grade.

A. Prerequisites

Prerequisites for Honors Integrated US History include:

- Acceptance into AIM
- B or higher in their previous social studies course
- Strong recommendation from their previous social studies and English teachers
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B. Requirements Met

This course may be used in fulfillment of the United States History graduation requirement.

UC/CSU approval pending for “a” requirement.

Adopted: 3/28/06