

**TAMALPAIS UNION HIGH SCHOOL DISTRICT
Larkspur, California**

Course of Study

UNITED STATES HISTORY

1. INTRODUCTION

A. General Course Description

United States History is a one year graduation requirement survey course typically taken in the 11th grade focusing on seminal issues that shaped the United States during the late nineteenth and twentieth centuries. This course satisfies California State Content Standards for 11th grade in United States History is an upper-division component of the Social Studies core curriculum which combines with Government and Economics courses to complete the study of the American experience.

United States History provides students with an understanding of the diverse and complex heritage of our nation. The course will incorporate political, economic and social components of US History. The main units, organized into historical periods/themes, provide a detailed view of the critical events, people, and historical processes which have created the United States of the twenty-first century. This course expects students not only to recall who and what, but more importantly, to critically analyze why historical facts are significant and how they have come to shape modern life in the United States. US History focuses on critical thinking, analysis and synthesis of the past in order to foster a better understanding of the impacts of historical developments on American society today.

A variety of themes will be explored, including but not limited to: the changing role of the federal government; changes in the ethnic composition of American society; the various movements for expanded civil liberties; the development and shifting of American culture and values; and the role of the United States as a major world power.

A wide variety of materials and learning activities are employed to deliver the course content including; document analysis, group and individual presentations, simulations, lecture, note-taking, and the use of technology to access and deliver information.

B. Tam 21st Century Goals and Student Learning Outcomes

US History will address the following District Student Learning Outcomes:

1. Communicate articulately, effectively, and persuasively when speaking and writing.
2. Read and analyze material in a variety of disciplines.
3. Use technology as a tool to access information, analyze and solve problems, and communicate ideas.
4. Demonstrate knowledge of the rights and responsibilities of the individual in a democratic society.

This course will permit students to attain the following Tam 21st Century goals:

- Acquire, manage and use knowledge and skills
- Think critically and creatively
- Practice self-directed learning, decision-making and problem solving
- Pursue individual goals and aspirations
- Understand individual and cultural differences
- Prepare for participation in a rapidly changing global community
- Gain skills for success in the work place

C. State Content Standards

This course is designed to help students attain the following California State Content Standards for History and the Social Sciences:

- 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.
- 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 impacts, and issues regarding religious liberty.
- 11.4 Students trace the rise of the United States to its role as a world power in the twentieth 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 America's 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 U.S. foreign policy since World War II.
- 11.10 Students analyze the development of federal civil rights and voting rights.
- 11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

The following Historical and Social Sciences Analysis Skills described in the California State Social Studies Framework will be incorporated into US History:

Chronological and Spatial Thinking

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
3. Students 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.

Historical Research, Evidence, and Point of View

1. Students distinguish valid arguments from fallacious arguments in historical interpretations.
2. Students identify bias and prejudice in historical interpretations.
3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
4. Students 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

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

D. Articulation with Department and Schools

This course will complement and reinforce other courses across the district and in a variety of disciplines including: World Cultures and Geography, World History, Government, Economics, and Contemporary Issues in the Social Studies department. Art Exploration in the Fine Arts department; and American Literature as well as English course electives such as: Contemporary Literature, the Immigrant Experience, and Global Voices.

II. STUDENT LEARNING OUTCOMES

A. Students will:

1. Take into account multiple perspectives and interpretations, students will analyze major historical issues and conflicts in twentieth century American history.
2. Demonstrate an understanding of valid connections between past and present historical problems, trends, and events.
3. Demonstrate an understanding of the reality of historical complexity and the impact of social diversity within the American experience.
4. Through different activities, collect data, conduct analyses, and generate evidence-based conclusions about historical information presented in various course materials. These activities may include formative activities, such as notes and questions on assigned readings, interpretations of political cartoons and visual history, studies of primary and secondary source documents--and summative activities, such as historical debates, event simulations, and authentic historical research work.
5. Students will examine and develop an understanding of their own personal connections to the American historical experience. These connections may be explored and constructed through activities such as family and local history projects, reflective journals, discussion of connections between current issues and historical events, and "live" interviews with subjects who have lived through important episodes in modern and recent American history.

Critical Thinking, Research and Reading Skills

To facilitate student success at fulfilling the outcomes above, as well as the State Subject standards below, U.S. History will stress critical thinking skills that emphasize research, analysis, and synthesis of different kinds of

primary and secondary sources. These skills will be developed within the context of the above- mentioned themes.

Critical Thinking Skills

Data Collecting

- Formulating questions to use with various sources of data
- Gathering data from charts, maps and graphs, and other quantitative sources
- Using current research technology and other specialized and digital reference sources
- Determining the authenticity and proper citation of evidence presented in primary and secondary sources

Information Processing

- Organizing, arranging, and categorizing information
- Examining evidence and sources for validity and analyzing accuracy
- Differentiating between fact and opinion; determining bias
- Recognizing the influence of perspective in sources

Application

- Synthesizing; formulating theses using historical data
- Using facts to support opinion
- Applying historically important ideas, principles, concepts to various historical problems
- Comparing and contrasting human experiences in different social, economic, and political environments

Communication Skills

- Ability to produce a coherent essay using historical evidence
- Ability to give an effective oral presentation

Social Participation Skills

- Active listening
- Identifying individual tasks within a group
- Giving and receiving constructive feedback
- Initiating and promoting ideas
- Respecting conflicting opinions
- Raising relevant and insightful questions
- Ability to give an effective oral presentation

- B. Students will cover the following California state *subject* Content Standards:

The outline of the course curriculum reflects and reinforces the state subject standards established by the California State Board of Education and the Academic Standards Commission. While the course emphasizes twentieth century history, concepts and themes from America's early political and social history will be reviewed to provide a basis for understanding modern events, trends, and problems. The topics covered in the class listed below are assessed by the state with the Standardized Testing and Reporting (STAR) Grade 11 Social Studies test. Students in US History will be prepared for this state assessment.

Organizing themes:

- The cycle of expansion and contraction in the role of the federal government
- Changes in the ethnic makeup of American society and American culture
- Movements for equal rights for racial/ ethnic minorities and women
- The changing role and influence of the United States as a major world power
- The impact of economic and technological trends on American society
- The responses of ordinary Americans to modern historical developments

Grade 11 History-Social Science Content Standards in Summary

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- 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.
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Outline of Curriculum Topics and Addressed Standards

Framing of the Constitution and Fundamental values of the United States (11.1, 11.3)
The Gilded Age (11.2, 11.3)
The Progressive Era (11.2, 11.3)
Imperialism (11.1, 11.4)
World War I (11.4)
The 1920's: Traditionalism vs. Modernism (11.3, 11.5)
Great Depression and New Deal (11.6)
US in World War II (11.7)
The Early Cold War (11.9)
The 1950's: American Society and Domestic Politics (11.1, 11.8)
Rights Movements of the 1950s through 1970s (11.1, 11.3, 11.10)
The US and the Vietnam War (11.9, 11.11)
1960's Domestic politics, Social protest (11.10, 11.11)
The 1970's: America in an Age of Limits (11.3, 11.11)
The 1980's: the Conservative Backlash (11.3, 11.4, 11.11)
The 1990's: Post-Cold War Politics and Society (11.1, 11.4, 11.11)

III. ASSESSMENT

A. Student Assessment

Because periodic assessments are an integral part of teaching and learning, throughout the US History course, students will be required to perform many formative and summative assessments. In keeping with the previously discussed aims of US History, all assessments will promote the understanding of history as a discipline and emphasize a diversity of sources, methods and interpretations. The interpretation of a wide variety of historical documents will be a cornerstone of instruction. Document based assessments will encourage students to think like historians as they critically evaluate the materials they encounter. Furthermore students will be encouraged to periodically thoughtfully reflect on their learning about the past and asked to make relevant connections to the present. This combination of knowledge, application, synthesis and skills students acquire in US History will be assessed with the following:

- Homework (Ex: Reading Questions, Notebook Reflections, Written Evaluations)
- Activities (Ex: Debates, Role Playing Simulations, Group Work, Socratic Seminars, Individual and Group Presentations)
- Essays (Ex: Both in-class and take-home written responses.)
- Research Projects (Ex: Various Short & Long Term Assignments that involve student choice and to promote analytical and critical thought.)

- Tests (Ex: Multiple Choice, On Demand Short Answers & Extended Essays and Take Home essays)

B. Course Assessment

At each site, US History teachers will regularly meet to discuss curriculum. Also, a few times each year during district department meetings, the teachers of the course will meet to discuss curriculum. Finally, a systematic examination of assessment data from the STAR exams will be conducted on an annual basis at each site. Based on this data, instructional goals may be readjusted. In addition, formal and informal student feedback data will be considered when assessing the success of the course.

IV. METHODS AND MATERIALS

A. Methods

Teachers will utilize a diverse array of instructional methodology to keep the course content engaging for students. The instructional strategies listed below are not prescriptive or necessarily complete, but give an idea how the course goals can be attained by students.

1. Read and interpret relevance of required primary and secondary source materials.
2. Listen to various student and teacher led presentations on course related content while taking relevant notes and asking questions to clarify understanding.
3. Write reflectively based on required reading both informally (notes) and formally (short answer questions) that promote analysis and synthesis of required topics.
4. Participate verbally in various discussions, Socratic seminars, debates, simulations and presentations based on required reading.
5. View and then discuss or write on the relevancy to course objectives of various documentary films.
6. Create original projects based on course content that show creativity and an ability to demonstrate relevance of selected historical people and events.
7. Research relevant historical people and events using a variety of electronic, printed and human resources.
8. Write timed formal assessments on required course content to gauge level of understanding of course expectations.
9. Review various assessment tools in class utilizing exemplars to help enhance the academic skills of all students.

B. Materials

Textbook: The Americans: Reconstruction to the 21st Century; by Gerald Danzer, et. al. Publisher McDougal Littell

In addition to the textbook and its accompanying resources, teachers may use materials from various primary source readers, curriculum binders, videos (both documentaries and feature films), newspaper and magazine articles, music, visual arts, poetry, and/or other textbooks.

C. Technology

Student and teacher led multimedia presentations, films, student and teacher research will all be a part of US History that will be supported by an extensive array of technologies available to students and teachers.

Classroom: Teachers have DVD players, Overhead or “Elmo” Projectors, LCD projectors with internet connections and at least two classroom computers for streaming media and PowerPoint presentations.

Labs: Two stationary and one mobile computer lab with high speed internet connection and various software tools are available to students for writing assignments, research projects and presentation preparation with some advanced notice.

Library: The school library has a wealth of technology available that supports the course content of US History. Desktop and laptop computers are available to students. The library also has access to thousands of periodicals through online subscription to numerous relevant databases.

D. School to Career Goals

Any number of careers that require a reading, writing, research and critical thinking skills would be supported by US History. Guest speakers and experts in the fields of history, law and politics from our diverse and well educated community may be invited to speak to students and model the relevance of understanding history. Our cosmopolitan region also has a plethora of potential field trip/job shadow destinations relating to US History. Finally, tapping into local academic & cultural resources (ex: local universities and museums) as potential locations for internships, job shadows and adult mentors will be a way to connect classroom learning to the world of work for students enrolled in US History.

E. Suggested Instructional Time Allocation

FALL SEMESTER:

- I) *Founding Values: Pre 20th Century (3 weeks)* Chapters 1 -3
- II) *Gilded Age: 1877–1914 (3 weeks)* Chapters 6 & 7
- III) *Progressive Era: 1877–1920 (3 weeks)* Chapters 8 & 9
- IV) *US Foreign Policy: 1890–1920 (4 weeks)* Chapter 3 (Sect 3); Chapter 5 (Sect 1); Chapters 10 & 11
- V) *The Roaring Twenties: 1919–1929 (2 weeks)* Chapters 12 & 13

SPRING SEMESTER:

- VI) *Great Depression and the New Deal: 1929–1940 (3 weeks)* Chapters 14 & 15
- VII) *World War II: 1939–1945 (3 weeks)* Chapter 16 & 17
- VIII) *Cold War and Domestic Prosperity: 1946 –1965 (3 weeks)* Chapters 18, 19 & 20
- IX) *Civil Rights & Social Change: 1954 – 1975 (3 weeks)* Chapters 21 & 23
- X) *Vietnam and 1960s Domestic Turmoil: 1954 – 1975 (2 Weeks)* Chapter 22
- XI) *Recent Political, Economic & Social Trends: 1968 – 1990 (3 Weeks)* Chapters 24 & 25

V. GENERAL INFORMATION

US History is a ten credit (five credits per semester) course open to 11th grade students.

A. Prerequisites:

A graduation requirement open to all 11th grade students

B. Requirements Met

This course may be used in partial fulfillment of the Social Studies graduation requirement. US History is accepted towards the “a” requirement for UC admissions. It is also accepted for the CSU requirements.