

* **Subject Area:** History / Social Science

* **Category:** U.S. History

* **Grade Level
for which this
course has been
designed:**

9 10 11 12

* **Unit Value:** 1.0 (one year, 2 semesters, or 3 trimesters equiv.)

* **Is this course classified as a Career Technical Education:** No

* **Brief Course Description**

Study the major turning points in American history during the 20th century. Trace the change of 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. An emphasis is placed on the expanding role of federal government and federal courts as well as the continuing tension between the individual and the state. Consider the major social problems for our time and trace their causes in historical events. Learn the United States' role as a model for other nations and that the rights and freedoms we enjoy are not accidents but the result of a defined set of political principles. Understand our rights under the U.S. Constitution comprise a precious inheritance that depends on an educated citizenry for their preservation and protection.

Pre-Requisites

Co-Requisites

Context for Course (optional)

History of Course Development (optional)

Textbooks

TEXTBOOK 1

* **Title:** The Americans: Reconstruction - 21st Century

* **Edition:** California Edition

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**Publication
Date:** 2003

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Publisher: McDougal Littell

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Author(s): Danzer et al.

**URL
Resource:**

* **Usage:** Primary Text

Read in entirety or near entirety

TEXTBOOK 2

* **Title:** American Odyssey the 20th century and beyond

* **Edition:** National

TEXTBOOK 2

Publication
Date:** 2004

Publisher:** Glencoe

Author(s):** Nash, Gary, et. al.

**URL
Resource:**

*** Usage:** Primary Text

Read in entirety or near entirety

Supplemental Instructional Materials

- National Center for History in the Schools – Bring History Alive! A Sourcebook for Teaching United States History

*** Course Purpose**

Students will be able to understand, synthesize, analyze and describe:

- Connections with prior learning about how our nation began
- Connections with prior learning concerning the history of the US up to 1900
- The Progressive Era
- The Jazz Age
- The Great Depression
- World War II
- The Cold War
- Hemispheric Relationships in the Postwar Era
- The Civil Rights Movement in the Postwar Era
- American Society in the Postwar Era
- The United States in Recent Times

- Historical and Social Sciences Analysis Skills

* **Course Outline**

Students in grade eleven study the major turning points in American history in the 20th 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. Through extensive use of the text, individual and group research, and analysis, they 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 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 comprise a precious inheritance that depends on an educated citizenry for their preservation and protection.

* **Writing Assignments**

Students will periodically analyze causes and effects of political, cultural, domestic and foreign policies, people groups, revolutionary changes, and developments and demonstrate understanding through defined essays of 500 or more words. In addition, students will respond to standardized questions as presented in the text, with both short and essay answers as appropriate.

* **Key Assignments**

Assignments will include but not be limited to regular review and extrapolation from the text. In addition, students will be expected to completed extensive internet and web based research assignments, which will be formatted for group work, individual essays, and oral presentations. Topics will include the impact of the Enlightenment on U.S. democratic ideals, the emergence and impact of new technology and a corporate economy, the ethnic composition of American society;

the movement towards equal rights for racial minorities and women, the role of the United States a major world power, and the role of the federal government and federal courts as well as the continuing tension between the individual and the state.

* Instructional Methods and/or Strategies

College Model of Education: Personalized Learning Model emphasizes independent study while attending Resource Center classes twice weekly. Students may choose to meet weekly with their Personalized Learning Teacher and/or Highly Qualified Teacher instead. The same instructional methods are used in either case.

- Presentation: Concepts and reading assignments are introduced, explained, and demonstrated during weekly class/teacher (Personalized Learning and Highly Qualified) meetings. Following the information, corresponding questions, writing assignments, and activities are given to evaluate comprehension.
- Discussion: Students analyze, discuss, and respond to issues and ideas stimulated by presentations and readings. Students work in small groups or one-on-one whenever possible to increase participation.
- Reading: Students read all required reading: primary novels in their entirety. supplemental materials in part, some text books in their entirety.
- Writing: Students use their writing skills and critical thinking strategies as they respond to literature and discussion topics and text book readings. Activities vary from summary, short answer to extended essay. Research papers, response to literature, and literary analysis. Papers are graded according to rubrics detailing: expected organization of work; clarity of thesis statement; format of formal papers; content or message; flow of writing; and grammar and punctuation conventions.
- Oral Presentation: Students present information during weekly class meetings both formally and informally. Presentations include Power Point, debate, and discussion, and always include an outline or handout and audio-visual aides.
- Library/Internet Research: Students research topics that are relevant to the reading assignments and give written and oral reports of their findings.

* Assessment Methods and/or Tools

- Attendance at Resource Center Class twice weekly OR weekly review of work by Personalized Learning Teacher/Highly Qualified Teacher
- Written assignments evaluated by provided writing rubrics
- Oral presentations
- Discussions: classroom participation and small group work. If not enrolled in Resource Center class then weekly discussions with Personalized Learning Teacher/Highly Qualified Teacher.
- Weekly homework assignments
- Chapter/Unit tests
- Comprehensive midterm/final

Assessment tools may also include the following:

- Participation in weekly lab activity with graded lab manual (science courses)
- Student demonstrations
- Student work samples
- Research Projects
- Projects: Power Point Presentation, brochures, community service, etc.

Exams, homework assignments, discussions, oral presentations, and writing assignments are used to assess student progress. Exams for each unit consist of short essay format or extensive essay. Essays emphasize critical thinking skills and demonstrate analysis and synthesis of ideas. All work is corrected by the course instructor and/or Personalized Learning Teacher/Highly Qualified Teacher. Feedback is provided on all written work with student revision and rewrite completed when appropriate.

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