

**ACALANES UNION HIGH SCHOOL DISTRICT
COURSE OF STUDY: CURRICULAR AREA – SOCIAL SCIENCE**

<u>COURSE TITLE:</u>	United States History and Geography
<u>GRADE LEVEL:</u>	11
<u>COURSE LENGTH:</u>	One Year
<u>PREFERRED PREVIOUS COURSE OF STUDY:</u>	NA
<u>CREDIT:</u>	10 Credits
<u>UC/CSU CREDIT:</u>	Meets UC/CSU credit for History requirement; subject area (“a”)
<u>GRADUATION REQUIREMENT:</u>	Fulfills 10 credits of Social Science credit required for graduation
<u>STANDARDS AND BENCHMARKS:</u>	2016 History-Social Science Framework
<u>ADOPTED:</u>	07/27/2018
<u>INSTRUCTIONAL MATERIALS:</u>	<i>United States History, The Twentieth Century; Pearson Education, Inc, 2019</i>

COURSE DESCRIPTION:

United States History and Geography is a survey course of late nineteenth through twenty-first century American history, starting with a brief review of democratic foundations and the impact of the Civil War. Students will analyze turning points and themes related to American identity, the role of the government, and the American experience. Skills such as critical reading, writing, speaking and listening, research, and media literacy will be emphasized. Aligning with the California History-Social Sciences Framework, students will engage with the content, practice inquiry skills, improve literacy, and develop values of citizenship through this course.

COURSE OBJECTIVES:Content Themes:

- American Identity and Culture
- Evolution of the American Economy and Labor
- Geography and the Environment
- Immigration, Migration, and Changing Demographics
- Power and the Role of Government
- Race, Class, Ethnicity, and Gender in America
- The United States on a Global Stage

Skills:

- Critical Reading and Media Literacy
 - Sourcing and contextualization
 - Identifying claims
 - Analyzing bias (author's purpose, point of view, and audience)
 - Corroboration
- Conducting Historical Research
 - Evaluating the credibility of sources (print, digital, electronic)
 - Proper source citation
- Historical and Critical Thinking
 - Cause and effect
 - Continuity and change over time
 - Compare and contrast
- Historical Writing (developing a written argument with a claim, historical evidence, and analysis)
- Speaking, Listening, and Engaging in Academic Discussion
- Working Collaboratively with Others
- Identifying Connections and Patterns between Historical Periods, including the Present Day
- Applying Civic Responsibility Beyond the Classroom

COURSE CONTENT:

Unit 1: Connecting with Past Studies: The Nation’s Beginnings	
<p>Guiding Questions:</p> <ul style="list-style-type: none"> • What does it mean to be an American? • What are American values and to what degree did Americans live up to those values during the time? • How did the country change because of the Civil War and Reconstruction in the nineteenth century? • What connections can be made between this time period and other time periods, including the present day? 	
Content Standards	Guidelines
<p>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 [and the Constitution].</p> <p>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.</p>	<p>Describe the rise of democratic ideas as the context in which the nation was founded through the Civil War and Reconstruction.</p> <ol style="list-style-type: none"> 1. 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. <ol style="list-style-type: none"> a. Evaluate the development of American democracy, considering the following groups: <ul style="list-style-type: none"> • Native Americans • Women • African Americans b. Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization. c. Evaluate the impact of religious influences on the American Revolution and the Civil War. 2. Examine the political, economic, and social causes and effects of the Civil War and Reconstruction.
Unit 2: Industrialization, Urbanization, Immigration, and Progressive Reform	
<p>Guiding Questions:</p> <ul style="list-style-type: none"> • What does it mean to be an American and how does it evolve during this period? • How and why did America’s economy, industries, and population grow after the Civil War? • What were the motives and experiences for people who came to the United States at the end of the nineteenth and beginning of the twentieth century? • How did federal, state, and local progressive reforms impact the country in the years following the Civil War? • What connections can be made between this time period and other time periods, including the present day? 	

Content Standards	Guidelines
<p>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.</p> <p>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.</p>	<p>Trace the economic development of the United States and its emergence as a major industrial power from the Gilded Age through the Progressive Era.</p> <ol style="list-style-type: none"> 1. Discuss the new technology and business practices of the rising industrialist class. <ol style="list-style-type: none"> a. Consider the following: <ul style="list-style-type: none"> • New innovations in transportation, manufacturing, and communication • Vertical and horizontal integration • Social Darwinism and the Gospel of Wealth 2. Examine the impact of industrialization on living and working conditions in urban areas, and government responses to these issues. <ol style="list-style-type: none"> a. Consider the following groups: <ul style="list-style-type: none"> • Political machines • Labor Unions • Immigrants • Women and children 3. Examine the impact of industrialization on living and working conditions in rural areas, and government responses to these issues. <ol style="list-style-type: none"> a. Consider the following groups: <ul style="list-style-type: none"> • Farmers Alliances and the Populists • Native Americans 4. Describe the development of cities and the impact of urbanization on race, ethnicity, and class divisions. 5. Examine the motives and experiences of immigrant groups during this period. <ul style="list-style-type: none"> • Ellis Island and Angel Island • Nativist reactions 6. Examine the Progressive reformers and their methods on the local, state, and federal levels. <ol style="list-style-type: none"> a. Consider the following: <ul style="list-style-type: none"> • Muckrakers • Women • African Americans • Labor unions • Politicians • Proponents of the Social Gospel 7. Evaluate the successes and limitations of the Progressive Movements on the local, state, and federal levels.

	<p>a. Consider the following:</p> <ul style="list-style-type: none"> • Economic reforms • Social reforms • Political reforms • Civil Rights (African Americans, Women)
<p>Unit 3: The Rise of the United States as a World Power</p>	
<p>Guiding Questions:</p> <ul style="list-style-type: none"> • How did the concepts of American identity and exceptionalism evolve during this time period? • How did America’s role in the world change between the 1890 and 1920? • How did World War I affect America society? • What connections can be made between this time period and other time periods, including the present day? 	
<p>Content Standards</p>	<p>Guidelines</p>
<p>11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.</p>	<p>Trace the growth of the United States as a growing power from 1890 to 1920.</p> <ol style="list-style-type: none"> 1. Examine America’s expanding global influence. <ol style="list-style-type: none"> a. Consider the following: <ul style="list-style-type: none"> • Hawaii • China • Latin America 2. Describe the motivations for and results of the Spanish-American War. 3. Analyze the political, economic, and social ramifications of World War I on the home front. 4. Evaluate America’s role in the Paris Peace Conference and its failure to ratify the Treaty of Versailles.
<p>Unit 4: The 1920s</p>	
<p>Guiding Questions:</p> <ul style="list-style-type: none"> • How did the political, social, and economic extremes during the 1920s challenge the American identity? • How and why did American culture change during the 1920s? • How did World War I affect America at home and abroad during the 1920s? • What connections can be made between this time period and other time periods, including the present day? 	
<p>Content Standards</p>	<p>Guidelines</p>

<p>11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.</p> <p>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.</p>	<p>Trace the evolution of the American culture and identity during the 1920s.</p> <ol style="list-style-type: none"> 1. Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover. 2. Examine the political, economic, and social developments during the 1920s. <ol style="list-style-type: none"> a. Consider the following political developments: <ul style="list-style-type: none"> • Court cases • Women’s suffrage • Immigration acts • National Prohibition b. Consider the following economic developments: <ul style="list-style-type: none"> • Consumer culture and credit • Technological developments (radio, automobiles) c. Consider the following social developments: <ul style="list-style-type: none"> • Nativism and the Ku Klux Klan • Red scare • Great Migration and Harlem Renaissance • Development of popular culture • Women’s changing roles (flappers) • Christian fundamentalism and debates over evolution 3. Contrast the need to preserve civil liberties against the need to protect national security.
<p>Unit 5: The Great Depression and the New Deal</p>	
<p>Guiding Questions:</p> <ul style="list-style-type: none"> • How did the hardships of the 1930s challenge and change the American identity? • What were the various reasons for the economic collapse of the 1930s, the Great Depression? • How did the role of the federal government change as a result of the Great Depression? • How did the New Deal attempt to remedy problems from the Great Depression? • What were the experiences of Americans during the Great Depression? • What were the successes and failures of the New Deal? • What connections can be made between this time period and other time periods, including the present day? 	
<p>Content Standards</p>	<p>Guidelines</p>
<p>11.6 Students analyze the different explanations for the Great Depression and</p>	<p>Trace the causes and effects of the Great Depression as well as the effectiveness of the New Deal between 1929 and 1940 in addressing relief, recovery, and reform.</p>

<p>how the New Deal fundamentally changed the role of the federal government.</p>	<ol style="list-style-type: none"> 1. Describe the weaknesses in key sectors of the economy and governmental economic policies that may have contributed to the Great Depression. 2. Contrast Presidents Herbert Hoover and Franklin Delano Roosevelt’s responses to combat the economic crisis. 3. Discuss the social impact of the Great Depression and the Dust Bowl on the American people. 4. Analyze the effects of and the controversies arising from New Deal programs and the expanded role of the federal government in society and the economy since the 1930s. 5. Evaluate the successes and failures of the New Deal. 6. Evaluate the effects of the Great Depression and the New Deal. <ol style="list-style-type: none"> a. Consider the following: <ul style="list-style-type: none"> • Women • African Americans • Native Americans • Mexican Americans • Organized Labor • New Deal Coalition
---	--

Unit 6: America’s Participation in World War II

<p>Guiding Questions:</p> <ul style="list-style-type: none"> • What is the American identity, and how did it evolve throughout the period? • How and why did America’s foreign policy change in the interwar period? • How and why did the American people mobilize for and win the war? • What were the contrasting strategies in the two theaters of war? • What was the impact of the war on the issue of equality? • What connections can be made between this time period and other time periods, including the present day? 	
--	--

Content Standards	Guidelines
<p>11.7 Students analyze America’s participation in World War II.</p>	<p>Trace the course of the United States’ involvement in the Second World War.</p> <ol style="list-style-type: none"> 1. Examine the origins of American involvement in the war. 2. Explain Allied and Axis wartime strategy, including major battles, turning points, and atrocities committed during World War II. 3. Examine the government’s expanding role in mobilization of industry, manpower, and the economy. 4. Identify the roles and sacrifices of members of the American Armed Forces.

	<ol style="list-style-type: none"> 5. Identify the experiences and sacrifices (voluntary and involuntary) of Americans on the homefront. <ol style="list-style-type: none"> a. Consider the following groups: <ul style="list-style-type: none"> • Mexican Americans • Women • African Americans 6. Contrast the need to preserve civil liberties against the need to protect national security with respect to Japanese American internment. 7. Discuss the decision to drop atomic bombs and the consequences of the decision.
--	---

Unit 7: The Early Cold War (1945 - 1960) At Home and Abroad

<p>Guiding Questions:</p> <ul style="list-style-type: none"> • What is the American identity, and how did it evolve throughout the period? • What were the origins of the Cold War? • How did American foreign policy shift after World War II? • What were the effects of the Cold War domestically? • How did the government work to combat the perceived threat of communism at home? • What connections can be made between this time period and other time periods, including the present day? 	
--	--

Content Standards	Guidelines
<p>11.9 Students analyze U.S. foreign policy since World War II.</p> <p>11.8 Students analyze the economic boom and social transformation of post-World War II America</p>	<p>Trace the development of the Cold War up until 1960.</p> <ol style="list-style-type: none"> 1. Examine the origins of the Cold War prior to the end of World War II, including the wartime conferences. 2. Evaluate the shift in diplomatic relationship between the United States the USSR, and their allies post WWII. 3. Discuss the establishment of the United Nations and other international organizations as well as their importance in maintaining peace and international order. 4. Analyze the military and economic effects of containment policy in the early Cold War. <ol style="list-style-type: none"> a. Consider the following: <ul style="list-style-type: none"> • The Marshall Plan • Berlin Blockade • The Korean War • Latin America: Guatemala • Middle East policy: Iran 5. Describe the military arms race and space race, and their effects on American politics, society and economy. 6. Discuss the demographic shifts that occurred since World War II.

	<p>7. Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).</p> <p>8. Discuss the impact of the Cold War on American society, including McCarthyism and the Second Red Scare.</p> <p>9. Discuss changes in popular culture post World War II, including mass media, consumerism, social conformity, and understandings of gender and sexuality, such as the Lavender Scare and the Kinsey Report.</p>
--	--

Unit 8: Civil Rights Movements

- Guiding Questions:**
- How did the Civil Rights movements challenge and change the American identity?
 - What were the origins of the Civil Rights movements and why did they gain momentum during this time?
 - What were the goals and strategies of the Civil Rights movements?
 - How did various movements for equality build upon one another?
 - What were the successes and failures of the Civil Rights movements?
 - What connections can be made between this time period and other time periods, including the present day?

Content Standards	Guidelines
--------------------------	-------------------

<p>11.10 Students analyze the development of federal civil rights and voting rights.</p> <p>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</p>	<p>Trace the development of various civil rights movements during the post World War II era.</p> <ol style="list-style-type: none"> 1. Examine the origins of the civil rights movements. 2. Explain how African Americans’ efforts helped produce a stimulus for civil rights. 3. Describe the goals of the various civil rights movements. 4. Discuss the religious, legal, moral, and extralegal strategies used by civil rights advocates and politicians, as well as the grassroots efforts to employ them. <ol style="list-style-type: none"> a. Consider the following: <ul style="list-style-type: none"> • African American • Women • Asian American/Pacific Islander • Hispanic American • American Indian • LGBTQ • The Disabled Community
---	---

	<p>5. Discuss the influence of the African American civil rights movement on the efforts of Asian Americans, Hispanic Americans, American Indians, LGBTQ, and women to expand their civil rights and equal opportunities.</p> <p>6. Evaluate the successes and failures of the civil rights movements in securing political and social rights.</p>
--	--

Unit 9: Kennedy to Nixon and the Vietnam War

- Guiding Questions:**
- How was the American identity challenged by the events of the era?
 - How and why did Cold War policy shift during the 1960s and 1970s?
 - What were the domestic and foreign policies of the Kennedy, Johnson, and Nixon administrations?
 - How and why did a growing disillusionment with U.S. government arise in America?
 - What connections can be made between this time period and other time periods, including the present day?

Content Standards	Guidelines
-------------------	------------

<p>11.9 Students analyze U.S. foreign policy since World War II</p>	<p>Trace the continuation of foreign and domestic policies impacted by the Cold War and civil rights movements.</p> <ol style="list-style-type: none"> 1. Discuss the development of US foreign policies. <ol style="list-style-type: none"> a. Consider the following: <ul style="list-style-type: none"> • “Mutual assured destruction” doctrine • The Bay of Pigs invasion and the Cuban Missile Crisis • Berlin Wall • Atomic testing in the American West • Detente/Disarmament policies 2. Trace the origins, escalation, and Vietnamization of the Vietnam War, including the experiences of American military personnel. 3. Examine the reactions to the escalation of the Vietnam War. Contrast the counterculture movements with the Silent Majority. 4. Discuss the development of US domestic policies. <ol style="list-style-type: none"> a. Consider the following: <ul style="list-style-type: none"> • New Frontier • Great Society • Nixon’s Economic Policy 5. Trace the Watergate scandal to the resignation of Richard Nixon.
---	--

	6. Discuss how events of the era contributed to growing disillusionment toward the American government.
Unit 10: Contemporary American Society	
<p>Guiding Questions:</p> <ul style="list-style-type: none"> • How was the American identity challenged by the events of the era? • What were the factors that contributed to the new conservative movement in America? • What factors led to the end of the Cold War, and what foreign policy consequences resulted? • How did globalization impact American economic and political policies? • What issues continue to divide and unite Americans today? What connections can be made between this time period and other time periods? 	
Content Standards	Guidelines
<p>11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.</p> <p>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.</p>	<p>Trace the end of the Cold War and America’s changing role in global affairs, as well as the challenges of the new millennium.</p> <ol style="list-style-type: none"> 1. Discuss the factors that led to the new conservatism of the 1980s. 2. Analyze the Cold War developments in the Reagan years and the factors that led to the end of the Cold War. 3. Consider economic liberalization, NAFTA, and increased global trade as part of a more globalized world. 4. Examine America’s changing foreign policy in the wake of the Cold War as shown through the Persian Gulf War, Balkan conflict, and 9-11. 5. Trace the origins and evaluate the progress of issues that America faces today. <ol style="list-style-type: none"> a. Consider the following: <ul style="list-style-type: none"> • America as a World Power • Politics and Power • Immigration and Migration • Economic inequality • Racial divide • Gender issues • Environment • Technology