

MT. DIABLO UNIFIED SCHOOL DISTRICT
COURSE OF STUDY: CURRICULAR AREA – SOCIAL SCIENCE

COURSE TITLE: Dynamic United States History

COURSE NUMBER: 803530 - TBD

DEPARTMENT: Social Science

LENGTH OF COURSE: One Year

CREDITS PER SEMESTER: 5

GRADE LEVEL(S): 11

REQUIRED OR ELECTIVE: Required

PREREQUISITES: None

BOARD OF EDUCATION ADOPTION: June 2023

COURSE DESCRIPTION:

Dynamic United States History is a survey course for students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31.

This course reviews US History from the 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 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
 - Analyzing bias (author's purpose, point of view, and audience)
 - Conducting Historical Research
 - Cause and effect
 - Compare and contrast
- Historical Writing
- Working Collaboratively with Others

- Inquiry:
- Literacy:
- Citizenship:
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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 connections can be made between this time period and other time periods, including the present day? 	
Content Standards	Suggested Practice
<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>	<ul style="list-style-type: none"> ● Demonstrate understanding of what being a citizen means in the classroom, community and civic life. ● Demonstrate understanding of the promise of the Declaration of Independence and Constitution ● Demonstrate understanding that America was founded on the principle of religious freedom.
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? ● What connections can be made between this time period and other time periods, including the present day? 	
Content Standards	Suggested Practice
<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>	<ul style="list-style-type: none"> ● Demonstrate understanding of the population growth and its impact on industry. ● Discuss stories of individuals that came to the United States to understand their motives and experiences.
Unit 3: The Rise of the United States as a World Power	
<p>Guiding Questions:</p> <ul style="list-style-type: none"> ● How did World War I affect American society? ● What connections can be made between this time period and other time periods, including the present day? 	

Content Standards	Suggested Practice
11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.	<ul style="list-style-type: none"> Discuss stories of individuals that came to the United States to understand their motives and experiences.

Unit 4: The 1920s

<p>Guiding Questions:</p> <ul style="list-style-type: none"> 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? 	
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Content Standards	Suggested Practice
<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>	<ul style="list-style-type: none"> Demonstrate understanding and identify 4 major events in the 1920's and how they shaped America.

Unit 5: The Great Depression and the New Deal

<p>Guiding Questions:</p> <ul style="list-style-type: none"> What were the experiences of Americans during the Great Depression? What connections can be made between this time period and other time periods, including the present day? 	
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Content Standards	Suggested Practice
11.6 Students analyze the different explanations for the Great Depression.	<ul style="list-style-type: none"> Demonstrate understanding and identify 4 major events in the 1930's and how they shaped America

Unit 6: America's Participation in World War II

<p>Guiding Questions:</p> <ul style="list-style-type: none"> How and why did the American people mobilize for and win the 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? 	
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Content Standards	Suggested Practice
11.7 Students analyze America's participation in World War II.	<ul style="list-style-type: none"> Demonstrate understanding of the roles and sacrifices of members of the American Armed Forces. Demonstrate understanding the experiences and sacrifices (voluntary and involuntary) of Americans on the homefront.

Unit 7: Cold War Struggles Abroad

Guiding Questions: <ul style="list-style-type: none"> Why has the period between 1946 and 1990 known as the Cold War? 	
Content Standards	Suggested Practice
11.8 Students analyze the economic boom and social transformation of post–World War II America.	<ul style="list-style-type: none"> Demonstrate understanding and identify 6 major events in the following World War II and how they helped shape America.

Unit 8: Cold War Struggles at Home	
Guiding Questions: <ul style="list-style-type: none"> How was the Cold War fought domestically? How were American politics shaped by the Cold War? How did the Cold War affect ordinary Americans? 	
Content Standards	Suggested Practice
11.9.5 Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.	<ul style="list-style-type: none"> Demonstrate understanding of “war” and the consequences. Demonstrate understanding of war impacts every citizen.

Unit 9: Movements for Equality	
Guiding Questions: <ul style="list-style-type: none"> How did the Civil Rights movements challenge and change the American identity? What were the goals and strategies of the Civil Rights movements? How did various movements for equality build upon one another? What connections can be made between this time period and other time periods, including the present day? 	
Content Standards	Suggested Practice
11.10 Students analyze the development of federal civil rights and voting rights. 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.	<ul style="list-style-type: none"> Identify at least 3 civil rights groups and their goals of the civil rights movements. Demonstrate understanding of the civil rights you have as a result of the civil rights movement.

Unit 10: Contemporary American Society	
Guiding Questions: <ul style="list-style-type: none"> Why is the United States more diverse now than it was in the middle of the twentieth century? In what ways have issues such as education; civil rights for people of color, immigrants, and LGBTQ+ Americans and disabled Americans; changed over time? 	
Content Standards	Suggested Practice
11.11 Students analyze the	<ul style="list-style-type: none"> Discuss personal experiences of individuals or groups who

major social problems and domestic policy issues in contemporary American society.	have led the fight for equality for all Americans.
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COURSE MATERIALS

Title	Publisher	Date
<u>MDUSD Units of Study</u>		
<u>History-Social Science Framework</u>	California Department of Education	2016
<u>History Content Standards</u>	California Department of Education	2000

Teacher support resources can also be found in the Educational Services Website and supplemental online curriculum .

EVALUATION OF STUDENT PROGRESS

Assessment Methods:

Formative and summative assessments include, but are not limited to, quickwrites, essays, quizzes, tests, exit tickets, discussions, Philosophical Chairs, and Socratic Seminars.