

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Title: Honors United States History

Date: October 2015

Proposed Grade Level(s): 10th

Grading: A-F

Subject Area: Social Studies

Course Length: 1 Year

Number of Credits: 10

Prerequisites: 3.0 GPA, Honors World Cultures, or Teacher Recommendation

Intent to Pursue 'A-G' College Prep Status: Yes

COURSE DESCRIPTION:

IB Middle Year Programme (MYP) courses promote student-led, inquiry based lessons. While teachers are there to provide contextual knowledge, much of the deeper analytical work is done by students. Students will gain the skills of a historian allowing them to conduct independent research; independently analyze newly learned historical information, and have a contextual understanding of American History. Honors United States History will give students a strong foundation from which to become life-long learners.

Honors US History examines the roots of the American nation and its diverse and evolving values. It is designed to prepare students for participatory citizenship, as well as to prepare them for the I.B History of the Americas course in the Diploma Program. As such, it is a demanding course that calls upon students to master major concepts in both foreign and domestic policy, as well as economic, artistic, and social developments, from 1492-present time. Students are expected to critically analyze a host of important historical events and changes, and to write several critical essays that support a sophisticated thesis through the careful examination of facts, quotations, and statistics derived from diverse sources, both primary and secondary. Students are trained in the interpretation and analysis of maps, graphs, graphics, political cartoons, and historical quotations, and to think like a historian.

The general purpose of the course is twofold: 1-to hone critical thinking skills in reading, historical inquiry, oral presentation, Socratic methods, and expository writing; and 2-to develop an appreciation of the depth and diversity of the values and experiences that make up the American political and cultural heritage.

GENERAL GOALS/ESSENTIAL QUESTIONS:

This course aims to encourage and enable students to develop the critical thinking skills of a historian and an appreciation for American History. Problems will be examined to illustrate the relationships between current issues and their historical, geographic, political, economic, and cultural context.

Students will:

- Develop historical literacy to gain a sense of empathy and understanding of continuity and change, as well as the importance of differing perspectives on issues and events in order to develop informed citizens in American History.
- Develop socio-political literacy to understand different political and social systems, the relationship between our nation and its laws, and the differences between democratic and non-democratic systems.

- Develop an understanding of different cultural values, belief systems, rights, and responsibilities inherent in participatory citizenship.
- Develop analytical, critical thinking, and study skills which help students understand major national and international dilemmas occurring in American History.
- Develop timed-writing skills to effectively communicate ideas and prepare for the requirements of the DP program.

Essential Questions: To what extent has America become the nation it originally set out to be?

1. Was the Civil War inevitable?
2. Was American expansion overseas justified?
3. To what extent did the Civil Rights Movement of the 1950s expand democracy for all Americans?

CCSS READING COMPONENT:

Students will read, understand, and analyze primary and secondary historical documents. Students will learn to recognize and cite specific textual evidence to support analysis of these sources; they will determine and understand the central ideas of the sources, including author's intent with regard to words and phrases; students will analyze the structure of primary sources; students will read primary and secondary sources on the same subject from different authors, evaluation competing and complementary opinions.

One of the primary means through which students will be introduced to the topics of this course is through the reading and analysis of historical documents. These documents will vary in type and format, allowing students to satisfy the reading component of the Common Core State Standards.

CCSS WRITING COMPONENT:

Students do interpretive and research writing, which includes analyses and evaluations of historical issues and controversies. This expository writing requires students to make judgments that are interpretive, analytic, evaluative, and reflective.

CCSS SPEAKING AND LISTENING COMPONENT:

Students engage in peer teaching, presentations of research findings, class panels, Socratic seminars, Structured Academic Controversies, and debates.

DETAILED UNITS OF INSTRUCTION:

Units have been designed based on the International Baccalaureate Middle Years Programme Unit Planner and incorporate the International Baccalaureate Learner Profile (LP)

IB Learners strive to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring

- Risk-takers
- Balanced
- Reflective

Unit Title	IB MYP Global Context	Inquiry Questions (Factual, Conceptual and Debatable)	Additional Details
<i>1. Pre Colonial and Colonial Era</i>	Identities and Relationships	<ul style="list-style-type: none"> - What change did Columbus's discovery have on the differing societies involved? - How did Columbus and the Colombian exchange impact the globe and societies? - Was Columbus a hero or a villain? 	This unit will cover a period of time that extends from pre-European settlement up to the mid-18 th century. We will look at the political and social structures of indigenous societies, as well as examine their interactions with early European settlers. We will analyze the motivations of early European settlers and the challenges they faced. We will study the evolution of social, economic, and political policies in the various colonies and compare and contrast the regional variations that develop.

<p>2. US Revolution: causes, course, and effects</p>	<p>Orientation in space and time</p>	<ul style="list-style-type: none"> - What were the political, intellectual, economic, and social causes of the American Revolution? - When is it right to rebel? - Would you have been a revolutionary in 1776? 	<p>This unit will explore the issues that drove the colonists toward secession from the British Empire. We will connect the philosophy of the Enlightenment to the foundational documents of the nation. We will examine the tactics employed by the various militaries over the course of the war. We will analyze what made the Revolution successful for the colonial forces and study the effects this revolution had on the inhabitants of the United States, as well as countries in other parts of the world.</p>
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<p>3. An Emerging Republic</p>	<p>Personal and cultural expression</p>	<ul style="list-style-type: none"> - Could the constitution have been written without compromise? - Which has the greater impact on our lives, state government or the federal government? - Is the Constitution a living document? 	<p>This unit will focus on the challenges and triumphs of the new nation. We will explore the early political battles of the young country. Students will compare and contrast the Articles of Confederation with the US Constitution and analyze the reasons for the adoption of the later document. We will study national growth, both in land and in economic might. We will explore early US efforts on the international stage, from the Embargo Act, to the War of 1812, and the Monroe Doctrine.</p>
<p>4. Testing the Nation</p>	<p>Fairness and development</p>	<ul style="list-style-type: none"> - Did Andrew Jackson advance or hinder the cause of democracy? - Were abolitionists responsible reformers or irresponsible agitators? - Was slavery a benign or evil institution? 	<p>This unit will examine growing sectionalism in the young nation with special focus on how the concept of Manifest Destiny and the expansion of slavery combined to undermine the unity of the nation. We will analyze the policies of Jacksonian Democracy and its effects on US citizens and indigenous populations. This unit will explore the</p>

			growth of early divisions within the nation.
5. <i>United States Civil War and Reconstruction</i>	Globalization and sustainability	<ul style="list-style-type: none"> - Why was the Civil War fought? - Can former enemies become friends? - Did the U.S. fail to reconstruct itself, even today? 	This unit's focus is on the US Civil War and the Reconstruction period that followed. We will analyze the primary causes of disunion. We will examine the course of the war: the battles, the political struggles, and social changes that took place. We will explore the different plans proposed to bring the southern states back into the union and analyze the successes and failures of the Reconstruction plans implemented.
6. <i>Growth of an Industrial Nation</i>	Scientific and technical Innovation	<ul style="list-style-type: none"> - Has immigration been the key to America's success? - Is muckraking an effective tool to reform American politics and society? - Should business be regulated closely by the government? 	This unit will study the economic and technological growth from the end of the Civil War to the outbreak of World War I. We will look at the opening of the west and the issues faced between a growing nation and the Native Americans. We will examine the growth of Jim Crow laws throughout the South. We will study the nature of the Gilded Age and the Progressive

			policies that began to emerge as a counterweight to the excesses of the time.
7. Emergence of the US in Global Affairs	Globalization and Sustainability	<ul style="list-style-type: none"> - Was American expansion overseas justified (aka what's up with Puerto Rico)? - How does change come from the bottom up? - Should the United States fight wars to make the world "safe for democracy?" 	<p>This unit will study the period of US history from the Progressive age up through World War I and the start of the Great Depression. We will focus on the presidencies of Theodore Roosevelt, Wilson, Taft and how these men changed the nation. We will also study the Red Scare that took hold of the US after the Russian Revolution and the US response to Communism at home and abroad. In addition, we will examine the presidency of Herbert Hoover and the economic issues leading up to the Great Depression.</p>
8. The Great Depression 1929-39	Personal and Cultural expression	<ul style="list-style-type: none"> - Must the government help those in need? - Was the Great Depression inevitable? - Did FDR's New Deal undermine the constitutional principles of separation of powers and checks and balances? 	<p>In this unit we will study the social, political, and economic causes and the effects of the Great Depression on the US and the world. We will look at the road to the Second World War and America's role in the early years leading up to 1939.</p>

9. The Second World War	Orientation in Space and time	<ul style="list-style-type: none"> - Does war ever bring a positive change? - How important was the home front in WWII? - Was the atomic bombing of Japan justified? 	This unit will be a study of the US's role in the war in Europe and Asia focusing on major battles and people, along with the causes that lead up to the war. We will look at how the US emerged from the war as one of two super powers. We will analyze the economic and social changes the war wrought on the home front.
10. The Cold War 1945-80	Identities and relationships	<ul style="list-style-type: none"> - Was the cold war inevitable? - Was containment an effective policy to stop communist expansion? - Should the United States have feared internal communist subversion during the 1950's? 	We will study the rise of suburban America and the Sun Belt along with the baby boom age, Truman, and issues during his time as president. Most of the unit will be an exploration of the rise of the two world super powers and the Cold War between them. Topics will include: Marshal Plan, Truman Doctrine, Korean War, Cuban Missile Crisis, and the Vietnam War. We will look at interactions between the US and the USSR, as well as interactions between the US government and its own citizens.

<i>11. The Civil Rights Movement</i>	Personal and Cultural Expression	<ul style="list-style-type: none"> - Did the Civil Rights Movement of the 1950s expand democracy for all Americans? - Did the Civil Rights Movement of the 1960's effectively change the nation? - Is violence or nonviolence the most effective way to ensure social change? 	This unit will examine the presidency of Eisenhower with regard to issues of civil rights. We will look at the rise of the Civil Rights Movement under organizations such as, the NAACP and CORE, as well as leaders such as Dr. Martin Luther King, Jr. and Malcolm X. We will analyze different approaches toward protest within the movement and examine major events and milestones that led toward societal change.
<i>12. The Resurgence of Conservatism and the 21st century</i>	Fairness and Development	<ul style="list-style-type: none"> - Were Presidents Reagan and Bush responsible for the fall of the Soviet Union and the end of the Cold War? - Can global terrorism be stopped? - Are all Americans conservative? 	This unit will focus on events during the 1980's to the new century including the rise of the New Right, the Reagan era, Iran-Contra, the presidencies of George H.W. Bush, William J Clinton, and George W. Bush. The course will end with a discussion on the internet age, the move toward a more globalized society, and the September 11 th attacks against the United States.

TEXTBOOKS AND RESOURCE MATERIALS:

The American Pageant 13th edition by David Kennedy, Lizabeth Cohen, Thomas Bailey
SHEG (Stanford History Education Group)
A People's History of the United States: 1492 to present by Howard Zinn
Library of Congress
Miscellaneous Primary Sources

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

- 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. Describe the monetary issues of the late nineteenth and early twentieth centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s.
- 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.

DISTRICT ESLRs TO BE ADDRESSED:

Students will be:

- **Self-directed Learners:** who will be able to use notes and a textbook to assist them in continuing their learning outside of the classroom setting.
- **Efficient Communicators:** learning how to communicate through presentations, debates, and research/analytical essays.
- **Quality Producers:** who understand the importance of neat, organized work that demonstrates their thinking and understanding of the solution they have formed to solve a problem.
- **Constructive Thinkers:** will emerge from questioning, analyzing and synthesizing data about specific historical controversies.
- **Collaborative Workers:** who can work in a variety of settings in culturally diverse groups. They will be able to form and use study groups to strengthen their own understanding in addition to providing the same service for classmates.
- **Responsible Citizens:** who accept the consequences of their actions and who demonstrate their understanding of their role in the learning process.

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