

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

COURSE TITLE: United States History

COURSE NUMBER: 3530

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:

~~BOARD OF EDUCATION ADOPTION: May 1998~~

COURSE DESCRIPTION:

~~The primary focus of this course will be to explore the major events, personalities, social, cultural, political, economic and technological changes that have shaped United States history in the twentieth century. The course begins with a selective review of American history from the Age of Discovery to the Gilded Age, with an emphasis on the following themes: the nation's beginnings, the origins of democratic government, the rise of sectionalism and the industrial transformation of the United States. The course continues with an intensive study of the history of the United States in the twentieth century. The major historical units will include: the Progressive Era, World War I, the 1920's, the New Deal and the Great Depression, World War II, the Cold War and the 1950's, the 1960's, the 1970's and contemporary America. Students will develop a sense of historical connection and an appreciation of historical time, involving the concepts of the past, present and future. Students will expand their historical literacy regarding twentieth century United States history. Finally, the course will promote democratic values and good citizenship through its examination of the evolution, effectiveness and abuse of democratic institutions in America.~~

COURSE DESCRIPTION:

United States History 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.

MT. DIABLO UNIFIED SCHOOL DISTRICT- COURSE OF STUDY
COURSE OUTLINE:

1. Major Goals (Outcomes)

1.1

~~Social Science Literacies: to develop knowledge of the social sciences through the study of geography, psychology, economics, sociology, political science and the humanities as integrated components of the study of history~~

1.2

~~Democratic Values: to develop understanding of the relationship between the individual and the community through an investigation of diverse ethical and civic heritages and the democratic process~~

1.3

~~Historical Thinking: to develop the ability to think chronologically; to place movements, events, people and places in their own time through the ability to describe the past on its own terms; to become proficient at historical analysis and~~

United States History

Page 2

~~interpretation by being able to differentiate between historical facts and interpretations and by being able to analyze cause and effect relationships; to recognize historical issues and problems in the past and to identify relevant historical antecedents and differentiate from those that are inappropriate and irrelevant to contemporary times.~~

~~1.4 Historical Skills: to formulate historical questions through an analysis of primary and secondary sources and to obtain historical data from these sources by g the social, political, and economic context in which they were created.~~

~~1.5 Personal Responsibilities: to develop self-esteem, self-awareness, self-identity and an appreciation and acceptance of each individual's ethnic and national identity.~~

2. Performance Objectives

2.1 Historical Thinking

~~2.1.1 Chronological Thinking: Distinguish between the past, present and future time; Identify in historical narratives the temporal structure of a historical narrative or story; establish temporal order in constructing historical narratives; measure and calculate calendar time; interpret data presented in time lines; reconstruct patterns of historical duration and succession; compare alternative models for periodization.~~

~~2.1.2 Historical Comprehension: reconstruct the meaning of a historical~~

~~passage; identify the central question(s) the narrative addresses, read historical narratives imaginatively; evidence historical perspectives; draw upon data in historical maps, utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams and other graphic organizers, draw upon visual data, literary and musical sources.~~

MT. DIABLO UNIFIED SCHOOL DISTRICT- COURSE OF STUDY

2.1.3

Historical Analysis and Interpretation: identify the author or source of a historical document or narrative; compare and contrast differing sets of ideas, values, personalities, behaviors and institutions; differentiate historical fact from historical interpretation; consider multiple perspectives; analyze cause and effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance; compare historical narratives; evaluate major debates among historians; hypothesize the influence(s) of the past

2.1.4

Historical Issues Analysis and Decision Making: identify issues and problems of the past; marshal evidence of antecedent circumstances and contemporary factors contributing to problems and alternative courses of United States History

Page 3

action; identify relevant historical antecedents; evaluate alternative courses of action; formulate a position or course of action on an issue; evaluate the implementation of a decision.

2.2

Social Science Literacies

2.2.1 Geographic Literacy: develop an awareness of place; develop locational skills and understanding; understand human and environmental interaction, human movement, world regions as well as their cultural, economic, and political characteristics within the historical context.

2.2.2 Economic Literacy: understand the basic economic problems that confront all societies; be aware of economic systems other than our own; understand the interrelatedness of the world economic system; expand knowledge of the basic economic goals, performance and problems of our society.

2.2.3

Psychological Literacy: identify the basic psychological drives that underlie human motivation; understand how human motives drive the historical process; analyze historical sources for their psychological content; appreciate that human motivation was the same in the past as it is now, making the past relevant for understanding human behavior today.

2.2.4 Sociopolitical Literacy: understand and appreciate the close relationship ... between social and political systems; understand the relationship between society and the law; understand comparative political systems within the historical context.

Cultural Literacy: recognize the relationships among the various parts of a nation's cultural life; learn about the mythology, legends, values, and beliefs of a people within the historical context.

2.3

Democratic and Civic Values

2.3.1 Constitutional Heritage: understand the basic principles of democracy and the democratic process; understand the historical origins of basic constitutional principles such as representative government, separation of powers, checks and balances, and civil liberties.

MT. DIABLO UNIFIED SCHOOL DISTRICT- COURSE OF STUDY

~~2.3.2~~

~~Civic Values, Rights and Responsibilities: understand the relationship between the individual and the community; understand what is required of a citizens in a democratic and non-democratic societies; understand individual responsibility in the democratic system.~~

~~2.4~~

~~Personal Values~~

~~United States History~~

~~Page 4~~

~~2.4.1~~

~~Ethical Literacy: recognize the sanctity of life and the dignity of the individual; realize that concern for ethics and human rights is universal and diverse and represents the aspirations of men and women in every time and place.~~

~~2.4.2 Multicultural Perspective: develop a perspective that respects the dignity and worth of all people; understand that the ideas people profess affect their behavior.~~

~~2.5~~

~~Historical Skills~~

~~2.5.1 Historical Research Capabilities: recognize primary and secondary sources and formulate historical questions from an analysis of these sources; obtain historical data; identify gaps in the available records; fill in these gaps deductively and construct a sound historical interpretation; interrogate historical data by uncovering the social, political and economic context in which it was created; testing the data source and the historical interpretation for their credibility.~~

~~2.6~~

~~Lifelong Learning Skills~~

~~2.6.1~~

~~Social Skills: develop personal skills, develop group interaction skills; develop social and political participation skills.~~

~~2.6.2~~

~~Critical Thinking Skills: define and clarify problems; judge information related to a problem; solve problems and draw conclusions using deductive and inductive reasoning.~~

~~Content Outline~~

~~3.1 Review~~

~~3.1.1~~

~~The Nation's Beginnings~~

~~3.1.1.1~~

~~Historical geography of the United States~~

MT. DIABLO UNIFIED SCHOOL DISTRICT- COURSE OF STUDY

~~3.1.1.1.1~~

~~patterns of exploration and settlement.~~

~~3.1.1.2~~

~~Beginnings of American government: the origins of the Revolutionary War; the Declaration of Independence; the Articles of Confederation.~~

~~3.1.1.3~~

~~The Federal Period and the Constitution: the Federalist Papers and the ideology underlying the Constitution, such as checks and balances; the Anti-Federalists; start of political parties, Washington's Farewell Address.~~

~~United States History~~

~~Page 5~~

~~3.1.2~~

~~Sectionalism and the Civil War~~

~~3.1.2.1~~

~~Federal versus state authority in the Nullification Crisis, the Missouri Compromise; the Compromise of 1850 and the Fugitive Slave Law; the Kansas Nebraska Act; the Ordinance of Secession.~~

~~3.1.2.2~~

~~The Civil War; the Emancipation Proclamation; suspension of habeas corpus; the Gettysburg Address, Andersonville and human rights violations.~~

~~3.1.2.3~~

~~Reconstruction and civil rights;~~

~~3.1.2.1.1.1~~

~~13th, 14th, 15th amendments and terrorist groups.~~

~~3.1.3~~

~~Industrial Transformation of the United States~~

~~3.1.3.1~~

~~Rise of big business~~

~~3.1.3.2~~

~~Reaction: strikes, the farmers' revolt~~

~~3.1.3.3~~

~~Immigration and ethnic diversity~~

~~3.1.3.4~~

~~Imperialism and the Spanish-American War~~

~~3.2~~

~~The Twentieth Century~~

MT. DIABLO UNIFIED SCHOOL DISTRICT- COURSE OF STUDY

~~3.2.1 The Progressive Era (1901-1917)~~

~~3.2.1.1~~

~~Popular Culture: ragtime, movies, the Gibson girl~~

~~3.2.1.2~~

~~Social Trends~~

~~3.2.1.2.1 Women's rights, Margaret Sanger and the 19th amendment~~

~~3.2.1.2.2 Minority rights: Jim Crow laws and the NAACP~~

~~3.2.1.2.3~~

~~The Muckrakers and consumer protection~~

~~3.2.1.3~~

~~Square Deal of Theodore Roosevelt~~

~~3.2.1.3.1 "Big Stick" and the Roosevelt Corollary~~

~~3.2.1.4~~

~~New Freedom of Woodrow Wilson~~

~~3.3.1.4.1~~

~~17th-18th amendments~~

~~United States History~~

~~Page 6~~

~~3.3.1.4.2~~

~~Intervention in Mexico and Haiti~~

~~3.2.2~~

~~World War I~~

~~3.2.2.1~~

~~Causes of United States involvement~~

~~3.2.2.2~~

~~Role of the United States military in the war~~

~~war~~

~~3.2.2.3~~

~~The home front~~

~~3.2.2.3.1~~

~~Eugene Debs and the abuse of civil liberties~~

~~3.2.2.3.2~~

MT. DIABLO UNIFIED SCHOOL DISTRICT- COURSE OF STUDY

~~The Espionage and Sedition Acts~~

~~3.2.2.4~~

~~The Versailles Treaty and the consequences of the war~~

~~3.2.2.4.1~~

~~The 14 points~~

~~3.2.2.5~~

~~Postwar Unrest~~

~~3.2.2.5.1~~

~~Red Scare I~~

~~3.2.2.5.2~~

~~Sacco and Vanzetti~~

~~3.2.3~~

~~The 1920's~~

~~3.2.3.1~~

~~American popular culture: jazz, movies, radio and flappers~~

~~3.2.3.2~~

~~Social trends~~

~~3.2.3.2.1~~

~~Prohibition and organized crime~~

~~3.2.3.2.2~~

~~Technological changes~~

~~3.2.3.2.3 Marcus Garvey and the Klan~~

~~3.2.3.3~~

~~Harding Administration~~

~~3.2.3.3.1~~

~~Scandals~~

~~3.2.3.4~~

~~Coolidge~~

~~3.2.3.4.1~~

~~Isolationism~~

~~3.2.3.5~~

~~Stock market crash~~

~~3.2.4~~

MT. DIABLO UNIFIED SCHOOL DISTRICT- COURSE OF STUDY

~~The Great Depression and the New Deal~~

~~United States History~~

~~Page 7~~

~~3.2.4.1~~

~~Hoover and the Great Depression~~

~~3.2.4.2~~

~~Franklin Roosevelt and the New Deal~~

~~3.2.4.2.1~~

~~Alphabet soup agencies and the three R's~~

~~3.2.4.3~~

~~Alternatives to the New Deal~~

~~3.2.4.4~~

~~Abuse of power: the court-packing bill~~

~~3.2.4.5~~

~~Popular Culture: escapism, movies, radio, swing~~

~~3.2.4.6~~

~~Social trends~~

~~3.2.4.6.1~~

~~Rise of big labor~~

~~3.2.4.6.2~~

~~The Dust Bowl~~

~~3.2.4.7~~

~~Foreign policy~~

~~3.2.4.7.1~~

~~The Good Neighbor Policy~~

~~3.2.5~~

~~World War II~~

~~3.2.5.1~~

~~Causes of United States involvement~~

~~3.2.5.2~~

~~Role of the U.S. military in the theatres of war~~

~~3.2.5.3~~

MT. DIABLO UNIFIED SCHOOL DISTRICT- COURSE OF STUDY

~~Home Front~~

~~3.2.5.3.1~~

~~Racial problems in Detroit and L.A.~~

~~3.2.5.3.2~~

~~Japanese-American internment camps~~

~~3.2.5.3.3~~

~~Rosie the Riveter~~

~~3.2.5.4~~

~~The decision to bomb Hiroshima and Nagasaki~~

~~3.2.5.5~~

~~VE and V days~~

~~3.2.5.6~~

~~Human rights violations~~

~~3.2.5.6.1~~

~~Holocaust and the U.S. position~~

~~3.2.5.6.2~~

~~Nuremberg and the Tokyo Tribunals~~

~~United States History~~

~~Page 8~~

~~3.2.6~~

~~The Cold War~~

~~3.2.6.1~~

~~Origins~~

~~3.2.6.2~~

~~The Truman Doctrine and Containment~~

~~3.2.6.2.1~~

~~The Marshall Plan~~

~~3.2.6.2.2~~

~~The Berlin Airlift~~

~~3.2.6.2.3~~

~~NATO and the Warsaw Pact~~

~~3.2.6.3~~

~~The United Nations~~

MT. DIABLO UNIFIED SCHOOL DISTRICT- COURSE OF STUDY

~~3.2.6.4~~

~~The Korean War (1950-1953)~~

~~3.2.6.5~~

~~The Cold War at home~~

~~3.2.6.5.1~~

~~oe McCarthy and Red Scare II~~

~~3.2.7~~

~~The 1950's~~

~~3.2.7.1~~

~~Popular culture: television, movies, fashion, cars, rock and roll, sports~~

~~3.2.7.2~~

~~Social trends~~

~~3.2.7.2.1~~

~~The suburbs and the consumer culture~~

~~3.2.7.2.2~~

~~The organization man~~

~~3.2.7.2.3~~

~~Martin Luther King and the civil rights movement~~

~~3.2.7.3~~

~~The Eisenhower Administration~~

~~3.2.7.3.1~~

~~Foreign policy-the Cold War continues~~

~~3.2.7.3.2~~

~~U-2 incident~~

~~3.2.7.3.3~~

~~Sputnik and the U.S. space program World War II~~

~~3.2.8~~

~~The 1960's~~

~~United States History~~

~~Page 9~~

~~3.2.8.1~~

~~Popular culture: television, music, movies, fashion, cars, sports~~

~~3.2.8.2~~

~~Social trends~~

MT. DIABLO UNIFIED SCHOOL DISTRICT- COURSE OF STUDY

~~3.2.8.2.1~~

~~Civil rights movement~~

~~3.2.8.2.2~~

~~Black power movement~~

~~3.2.8.2.3~~

~~Women's movement~~

~~3.2.8.2.4~~

~~Hispanic and Native American movements~~

~~3.2.8.2.5~~

~~Counter culture and the sexual revolution~~

~~3.2.8.3~~

~~Kennedy and the New Frontier~~

~~3.2.8.4~~

~~Johnson and the Great Society~~

~~3.2.8.5~~

~~Foreign Policy 3.2.8.5.1 Bay of Pigs 3.2.8.5.2 Berlin Wall~~

~~3.2.8.5.3~~

~~Cuban Missile Crisis~~

~~3.2.8.5.4~~

~~The Vietnam War~~

~~3.2.8.5.4.1 Origins~~

~~3.2.8.5.4.2 Tet offensive~~

~~3.2.8.5.4.3 Anti-war protests~~

~~3.2.8.5.4.4 Paris Peace Accords~~

~~3.2.8.5.4.5 Results~~

~~3.2.9~~

~~The 1970's -- The Era of Limits~~

~~3.2.9.1~~

~~The Nixon Administration~~

~~3.2.9.1.1 Watergate scandal~~

~~3.2.9.1.2~~

MT. DIABLO UNIFIED SCHOOL DISTRICT- COURSE OF STUDY

Energy crisis

United States History

Page 10

3.2.9.1.3

Foreign policy

3.2.9.1.3.1 Détente

3.2.9.1.3.2 SALT

3.2.9.1.3.3 China

3.2.9.2

Ford Administration

3.2.9.3.2

Inflation continues

3.2.9.3.3

Foreign Policy

3.2.9.3.3.1 Camp David Accords

3.2.9.3.3.2 Iranian Hostage Crisis

3.2.9.4

Popular Culture: television, glitter rock, disco, movies, sports, fashion

3.2.9.5

Social Trends

3.2.9.5.1

ME decade

3.2.9.5.2

Civil rights

3.2.9.5.2.1 Busing

3.2.9.5.2.2 Bakke Decision

3.2.9.5.3

Women's movement

3.2.9.5.3.1 Roe versus Wade

3.2.9.5.4

Birth of the computer industry

MT. DIABLO UNIFIED SCHOOL DISTRICT- COURSE OF STUDY

~~3.2.9.5.5 Gay Rights movement~~

3.2.10

~~1980's—America is Back~~

3.2.10.1

~~Reagan Administration~~

3.2.10.1.1 Reaganomics

3.2.10.1.2 Iran-Contra Scandal

~~United States History~~

~~Page 11~~

3.2.10.1.3 Foreign Policy

3.2.10.1.3.1

~~Grenada~~

~~3.2.10.1.3.2 3.2.10.1.3.3~~

~~Libya Lebanon~~

3.2.10.1.3.4

~~Contras~~

3.2.10.1.4 Deficits

3.2.10.2

~~Popular Culture: yuppies, MTV, CNN, Cable, Punk Rock, sports, movies~~

3.2.10.3

~~Social Trends~~

3.2.10.3.1 Computer revolution

3.2.10.3.2 Women's movement

3.2.10.3.2.1

~~erry Falwell and the Moral Majority~~

3.2.10.3.3 Civil Rights

3.2.10.3.3.1. Reverse
discrimination

3.2.10.3.4 Aids epidemic

3.2.11

~~The 1990's—Contemporary America~~

MT. DIABLO UNIFIED SCHOOL DISTRICT- COURSE OF STUDY

~~3.2.11.1~~

~~Bush Administration~~

~~3.2.11.1.1 Changes in the communist world~~

~~3.2.11.1.2 Invasion of Panama~~

~~3.2.11.1.3 Gulf War~~

~~3.2.11.1.4 Somalia~~

~~3.2.11.2~~

~~Clinton Administration~~

~~3.2.11.2.1 PLO/Israel peace accords~~

~~United States History~~

~~Page 12~~

~~3.2.11.2.2 Treaty of Dayton~~

~~3.2.11.2.2.1~~

~~Troops to Bosnia~~

~~3.2.11.2.3 Scandals~~

~~3.2.11.3~~

~~Popular Culture~~

~~3.2.11.4~~

~~Social Trends~~

~~3.2.11.4.1 Racial Issues~~

~~3.3.11.4.1.1~~

~~Battle over Affirmative Action~~

~~4. Time Estimate~~

~~4.1. One year~~

TIME ESTIMATES

Major units will vary in length, depending on the History-Social Science Framework Guiding Questions.

~~4.2~~

~~Recommendation for semester I – Review Unit to the 1920's~~

~~4.3~~

~~Recommendation for Semester II - 1930's to the Present~~

MT. DIABLO UNIFIED SCHOOL DISTRICT- COURSE OF STUDY

5. Instructional Materials

~~5.1 Textbooks 5.2 Maps, globes, atlases 5.3 Films, videotapes, slides 5.4 CD roms 5.5 Internet 5.6 Library materials 5.7 Simulations 5.8 TCI materials~~

6. Evaluation of Student Progress

~~6.1 6.2 6.3 6.4 6.5 6.6 6.7~~

~~Class Participation Tests and quizzes Oral presentations Essays and research papers Student projects Portfolios Rubrics~~

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

Inquiry:

- Teachers and students identify and discuss the unit and lesson focus questions as well as the connection between these questions and the themes of the course (cascading inquiry).
- Inquiries are open-ended, allow for multiple answers, and require students to generate an argument supported by evidence (primary and/or secondary).

MT. DIABLO UNIFIED SCHOOL DISTRICT- COURSE OF STUDY

- Students ask meaningful questions as they explore and interpret primary and secondary sources in order to construct their own historical interpretations.

Literacy:

- Students will develop historical thinking and analysis skills through exposure to different perspectives on the same topic in several primary and secondary sources.
- Students practice critical thinking through the regular use of writing and structured academic conversations utilizing academic and discipline-specific language.

Citizenship:

- Students make connections between course topics and the contemporary world.
- Students are encouraged to take evidence-supported positions, backed by well-constructed arguments and informed by historical understanding, on contemporary events.
- Students are empowered to make their voices heard in their immediate community and beyond.

Skills:

- Reading and Creating a Thematic Map
- Sequencing and Using a Timeline
- Understanding How Historians Interpret The Past
- Analyzing Historical Evidence
- Interpreting Graphics (Cartoons, photos, maps, charts, graphs, etc.)
- Analyzing Primary and Secondary Sources
- Determining Cause and Effect
- Identifying Bias and Point of View
- Locating Turning Points in History
- Making Inferences and Drawing Conclusions
- Evaluating the credibility of sources (print, digital, electronic)
- Conducting effective research and cite sources accurately
- Speaking and listening and interpreting (academic discussion, presentation, etc)
- Collaborating constructively on team and group projects.

COURSE CONTENT

Unit 1: Connecting with Past Studies: The Nation’s Beginnings	
Guiding Questions: <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	Suggested Practice
11.1 Students analyze the significant events in the founding of the nation and its attempts to	Describe the rise of democratic ideas as the context in which the nation was founded through the Civil War and Reconstruction.

MT. DIABLO UNIFIED SCHOOL DISTRICT- COURSE OF STUDY

<p>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>	<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 1 Sample Lesson: Reconstruction: [Factors for Equity and Access](#)

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	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>	<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

MT. DIABLO UNIFIED SCHOOL DISTRICT- COURSE OF STUDY

	<p>issues.</p> <ul style="list-style-type: none"> a. Consider the following groups: <ul style="list-style-type: none"> • Farmers Alliances and the Populists • Native Americans <p>4. Describe the development of cities and the impact of urbanization on race, ethnicity, and class divisions.</p> <p>5. Examine the motives and experiences of immigrant groups during this period.</p> <ul style="list-style-type: none"> • Ellis Island and Angel Island • Nativist reactions <p>6. Examine the Progressive reformers and their methods on the local, state, and federal levels.</p> <ul 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 <p>7. Evaluate the successes and limitations of the Progressive Movements on the local, state, and federal levels.</p> <ul style="list-style-type: none"> a. Consider the following: <ul style="list-style-type: none"> • Economic reforms • Social reforms • Political reforms • Civil Rights (African Americans, Women)
<p>Unit 2 Sample Lesson: Women’s Suffrage Text Set</p>	
<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 American society? • What connections can be made between this time period and other time periods, including the present day? 	
<p>Content Standards</p>	<p>Suggested Practice</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> <ul style="list-style-type: none"> 1. Examine America’s expanding global influence. <ul 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.

MT. DIABLO UNIFIED SCHOOL DISTRICT- COURSE OF STUDY

4. Evaluate America's role in the Paris Peace Conference and its failure to ratify the Treaty of Versailles.

Unit 3 Sample Lesson: [To Imperialize or Not to Imperialize](#)

Unit 4: The 1920s

Guiding Questions:

- 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?

Content Standards

Suggested Practice

11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.

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.

- Trace the evolution of American culture and identity during the 1920s.
1. Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.
 2. Examine the political, economic, and social developments during the 1920s.
 - a. Consider the following political developments:
 - Court cases
 - Women's suffrage
 - Immigration acts
 - National Prohibition
 - b. Consider the following economic developments:
 - Consumer culture and credit
 - Technological developments (radio, automobiles)
 - c. Consider the following social developments:
 - 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.

Unit 4 Sample Lesson: [Were the 1920's a Time of Cultural Change?](#)

Unit 5: The Great Depression and the New Deal

Guiding Questions:

- 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?	
Content Standards	Suggested Practice
11.6 Students analyze the different explanations for the Great Depression.	<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> <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 5 Sample Lesson: <u>Why were 1 million Mexican Americans and immigrants forced to move to Mexico during the 1930s?</u>	
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	Suggested Practice

MT. DIABLO UNIFIED SCHOOL DISTRICT- COURSE OF STUDY

<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. 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 6 Sample Lesson Plan: [WWII and Movements for Equality](#)

Unit 7: Cold War Struggles Abroad

- Guiding Questions:**
- What is Containment?
 - How did American foreign policy shift after World War II?
 - Why has the period between 1946 and 1990 known as the Cold War?
 - How did anti-communism drive foreign policy?

Content Standards	Suggested Practice
<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.

MT. DIABLO UNIFIED SCHOOL DISTRICT- COURSE OF STUDY

	<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 7 Sample Lesson Plan:

Unit 8: Cold War Struggles at Home

Guiding Questions:

- How was the Cold War fought domestically?
- How did the government work to combat the perceived threat of communism 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.

Trace the domestic political response to the international spread of communism:

1. Government Investigations, new laws, trials, and values.

Unit 8 Sample Lesson: [Cold War America #3:Anti-Communism at Home](#)

Unit 9: Movements for Equality

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

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.

Trace the development of various civil rights movements during the post World War II era.

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.
 - a. Consider the following:

MT. DIABLO UNIFIED SCHOOL DISTRICT- COURSE OF STUDY

	<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 Sample Lesson Plan: Civil Rights Movements

Unit 10: Contemporary American Society

Guiding Questions:

- How has the role of the federal government (and especially the presidency) changed from the 1970s through more recent times?
- How did the Cold War end, and what foreign policy developments resulted?
- What does globalization mean, and how has it affected the United States?
- 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 LGTBQ+ Americans and disabled Americans; economic policy; recognition of economic, social and cultural rights; the environment; and the status of women remain unchanged over time? In what ways have they changed?

Content Standards

Suggested Practice

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

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.

Trace the end of the Cold War and America’s changing role in global affairs, as well as the challenges of the new millennium.

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.
 - a. Consider the following:
 - America as a World Power
 - Politics and Power
 - Immigration and Migration
 - Economic inequality
 - Racial divide
 - Gender issues
 - Environment
 - Technology

MT. DIABLO UNIFIED SCHOOL DISTRICT- COURSE OF STUDY

Unit 10 Sample Lesson Plan: [Contemporary American Issues](#)

COURSE MATERIALS

Title	Publisher	Date
MDUSD Units of Study		
History-Social Science Framework	California Department of Education	2016
<i>United States History and Geography</i>	McGraw Hill	2015
History Content Standards	California Department of Education	2000

Teacher support resources can also be found in the [Educational Services Website](#) and supplemental online curriculum (for ex. Apex).

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.

Committee Members:

College Now	Erica Shaw, Teacher
Concord	Karna Cruz, Teacher
Ygnacio Valley High	James Lyon, Teacher
Dent Center	Susan Hartwig, Curriculum Specialist
Willow Creek Center	Jeanne Johnson, TOSA
	Angela Victor, TOSA
	Jodi Masongsong, TOSA