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U.S. History and Geography

Edgenuity, Inc

Submitted: Jun 30, 2018

Decision: Jul 25, 2018

Submission Feedback

APPROVED

Basic Course Information

Title:	U.S. History and Geography
Transcript abbreviations:	CA US History and Geography (Edgenuity) / SS3311
Length of course:	Full Year
Subject area:	History / Social Science (A) / U.S. History
UC honors designation?	No
Prerequisites:	English Language Arts 9 (Recommended) World History (Recommended)
Co-requisites:	None
Integrated (Academics / CTE)?	No
Grade levels:	11th
Course learning environment:	Online

Online course self assessment

A. Content (13)



B. Instructional Design (11)



C. Student Assessment (7)



D. Technology (11)



E. Course Evaluation and Support (10)



Course Description

Course overview:

This course presents a cohesive and comprehensive overview of the major events and turning points of U.S. history from 1776 to the modern age. The course leads students toward a clearer understanding of the patterns, processes, and people that have shaped U.S. history. As students progress through each era of modern U.S. history, they study the impact of dynamic leadership and economic and political change on the United States' rise to global prominence, the influence of social and political movements on societal change, and the importance of modern cultural and political developments. Recurring themes lead students to draw connections between the past and the present, between cultures, and between multiple perspectives. Rigorous reading and writing activities incorporate Common Core literacy standards to help students develop critical thinking and communication skills that will prepare them for the future.

Course content:

The shaded background of the following field indicates this course was approved by UC for the 2014-15 school year or earlier. Please refer to the current A-G course criteria and guidelines when completing your course submission form.

A New Nation

In this unit, students explore the origins of the qualities that define American government and society. They examine the Revolutionary era and how the government was formed and grew, starting with the influence of Enlightenment ideals of the 17th and 18th centuries on the formation of the government. They explore contributions of key founders such as Thomas Jefferson, James Madison, John Jay, and Roger Sherman, and read excerpts from essential primary sources like the Declaration of Independence, the Constitution, the Federalist Papers, and the Anti-Federalist Papers. Students review the process of creating the Constitution

and the structure of government it provided, and they learn about the freedoms and protections provided in the Bill of Rights. They analyze court rulings including *Marbury v. Madison*, *Marbury v. Madison*, and *Gibbons v. Ogden*, to understand how the Supreme Court defined the powers and role of the federal government. They examine the changes in democratic participation before and during the Jackson era that led to the expansion of voting rights and the creation of the Democratic Party. They reflect on political views of leaders such as Henry Clay, John C. Calhoun, and Daniel Webster with regard to states' rights, federalism, and sectionalism and evaluate the successes and failures of the Reconstruction.

Unit Assignment(s):

Assignment Summary: In the lesson, "Creating a Constitution", students critically evaluate the principles of the Constitution and the purpose of those principles. First, students demonstrate, through a series of comprehension-check questions, their knowledge of the Constitution, the compromises within it, and the system of government it created. Then students produce a clear, written explanation of one of the principles of the Constitution and the purpose of this principle.

Assignment Summary: In the lesson, "Expanding Democracy", students are provided with historical data and maps, which they use to analyze the differences between President John Quincy Adams and President Andrew Jackson. Students use the information to explain, in short answer form, reasons why people thought President Jackson would be different from previous presidents. Students also learn how to analyze historical data and apply it to scenarios of the time in short writings.

Assignment Summary: Students regularly engage in higher-order thinking and discussion in face-to-face discussions, debates and Socratic seminars throughout the course. These are facilitated by the classroom teacher.

The classroom teacher will facilitate a discussion using the following discussion questions:

- Jefferson chose to begin the Declaration of Independence with the words, "The unanimous Declaration of the thirteen United States of America." Do you feel this was necessary? Could the thirteen colonies have declared independence if they were not unanimous? Explain your thinking.
- Examine the seventeen amendments in the House of Representatives' Resolution and Articles of Amendment passed in August 1789. How do these amendments differ from those approved by the Senate in September of that year?
- How did the outcome of *Marbury v. Madison* impact the power of the Supreme Court?

A Modernizing Nation

This unit provides students with an overview of the changes that drove progress and expansion through the turn of the century. Students explore the reasons the U.S. became more industrialized after the Civil War in the areas of new technologies and business models and the increased availability of banking and finance. They learn how the increased effectiveness of railroads led to the advancement of other industries, such as steel, coal, and meatpacking. Students learn how expansion brought about great financial growth that attracted immigrants and led to new practices in business but eventually resulted in the poverty and social problems of the Gilded Age. Students explore the U.S. as a leader in industrialization and some of the inventions that

resulted and their effects on culture and society. They evaluate the impact of continued expansion of the United States and how foreign policy developed and grew, leading to the Spanish-American War and increased American influence around the world, focusing on Panama and Latin America.

Unit Assignment(s):

Assignment Summary: In the lesson, “New American Industries”, students practice reading and analyzing maps and charts. They are provided with several maps and charts with information about the growth of the new American industries in the late 1800s. Students are asked a series of questions which demonstrate comprehension of the information provided then they are asked open-ended questions which challenge them to consider why they chose specific answers.

Assignment Summary: In the lesson, “Trusts and Big Businesses”, students read three excerpts from *McClure’s Magazine* by Ida Tarbell, and then they analyze the meaning of these excerpts. Students find the main ideas from each excerpt and explain in writing what inferences they can make from the excerpts. Finally, students use evidence from the text to write a one page document that describes the characteristics that helped Rockefeller build his monopoly.

Assignment Summary: In the lesson, “Technology and Society in the Industrial Age”, students write a three paragraph response to the prompt, “Explain how inventors in the field of communication improve on each other’s earlier designs.” Students recall what they have learned in the lesson and critically analyze how to apply this information to their response.

Assignment Summary: The classroom teacher will facilitate a discussion using the following discussion questions:

- What major population and economic changes took place during the 18th Century?
- In the lesson Spanish-American War, you explored the reading *The War Prayer* by Mark Twain. Why do you think Twain uses irony or dark humor to critique American Imperialism? Was his technique effective? Explain your answer.
- What role did the Bayonet Constitution play in the annexation of the Hawaiian Islands? Do you think a similar takeover would be possible today?

The Progressive Era: Connections to Industrialization

This is part one of a study of the Progressive Era, focusing on how industrialization affected labor, immigration, and social reform in the U.S. Students evaluate goals of the labor unions of the nineteenth century and how government tactics diminished their growth and effectiveness. They analyze the motivation of immigration to the U.S. and its trials, including cultural and economic challenges and relationship between immigrants. Students evaluate goals and principles behind reform movements, like the temperance movement, the civil service reform, and the Populist movement. They explore how Carnegie’s gospel of wealth influenced philanthropy, and they compare the competing views of the social gospel and social Darwinism and analyze effects on reform movements.

Unit Assignment(s):

Assignment Summary: In the lesson, “Labor and Unrest”, students learn what it means to determine the pros and cons of a scenario. Students then analyze the pros and cons of strikes in the 1800s. Finally, students apply this analysis by writing a 1-3 page paper that expresses the benefits and dangers of using strikes to help workers achieve their goals.

Assignment Summary: In the lesson, “New Immigration”, students learn about Emma Lazarus read her poem “The New Colossus.” Students then analyze the poem and write a short response explaining what the “Mother of Exiles” offers to immigrants arriving in the United States. Then they write an opinion paragraph, citing specific examples, explaining whether the promise of the statue ring true for immigrants.

Assignment Summary: The classroom teacher will facilitate a discussion using the following discussion questions:

- Why did Progressives think it was important for government and/or the private sector to launch a reform movement at the turn of the twentieth century?
- During the progressive era, why did many people begin to welcome some government regulation?
- What political movements happening today are similar to the Progressive Movement of the early 20th Century?

Unit 4: The Progressive Era: Leaders and Issues

This unit presents the political changes of the Progressive Era that grew out of rapid industrialization. Students evaluate the term “muckraker” and the contributions of individuals, like Upton Sinclair and the regulation of the corrupt business practices. Students examine political issues and reforms that shaped the history of the nation, like women’s suffrage, segregation, and early civil rights. They analyze the achievements of several presidents, like Theodore Roosevelt’s Square Deal program. Students identify the effects these accomplishments had on government, society, and monetary policies as they evaluate the successes and limitations of progressive reform.

Unit Assignment(s):

Assignment Summary: In the lesson, “The Muckrakers”, students analyze four female muckrackers, focusing on how they made their marks. Students read excerpts from each of their works, and then draw a conclusion about these women as a group using the excerpts as evidence. Finally, the students write a short response describe the viewpoints of these women.

Assignment Summary: In the lesson, “Early Civil Rights Movements”, students analyze two different approaches to racial equality taken by the early civil right leaders: Booker T. Washington and W.E.B. Du Bois. Then they draw a comparison between the leaders and their views on the legacy of slavery and write a short informative response which uses examples from the text to support their comparisons.

Assignment Summary: The classroom teacher will facilitate a discussion using the following discussion questions:

- The Declaration of Independence opens by examining the political right of a people to “assume among the powers of the earth, the Separate and equal station to which the Laws of Nature and of Nature’s God entitle them.” How is this similar to the Seneca Falls Declaration?
- How does Roosevelt use the Civil War, Lincoln, and the American past in general to advance his argument in his New Nationalism Speech?
- How did Marcus’ Garvey’s philosophy differ from that of Booker T Washington and W.E.B Dubois?

World War I

Students take an in-depth look at World War I, covering topics such as the alliances that formed in Europe and the crisis that led to the war, the reasons for American neutrality at the beginning, how media and propaganda encouraged a shift to active involvement, the actions taken by the U.S. government to prepare, the impact of the war on the American home front, the significance of American forces' contributions to the Allies' victory, and the aftermath of the war in the U.S. They analyze the idealism embodied in Woodrow Wilson’s Fourteen Points speech and examine the conflicts over the Fourteen Points and the Treaty of Versailles and how they represented two different factions and ways of thinking at the time.

Unit Assignment(s):

Assignment Summary: In the lesson, “American Involvement in the War”, students read Woodrow Wilson’s war message from 1917. Students then write their position statement in response to Wilson’s message, making sure they clearly, directly, and appropriately state their position. Next, they are introduced to strategies for writing effective editorials, and then apply what they have learned to write their own editorial in response to Wilson’s War message.

Assignment Summary: In the lesson, “Wilson and the War” students analyze and compare two prominent political figures of the time, President Wilson and Senator Henry Cabot Lodge. They examine writings about their debate and explore how they represented the two different ways of thinking of their time. Students pretend they are journalists and use this analysis to write a short editorial piece about the conflict between these men and how the conflict is reflected in foreign affairs.

Assignment Summary: The classroom teacher will facilitate a discussion using the following discussion questions:

- How did Wilson want to use victory in the war to fundamentally change international relations and to promote the spread of democracy?
- According to Wilson’s statement on Neutrality, why does the variety of the national origins of Americans present a challenge?
- What was the impact of WWI on the Progressive Movement and the Civil rights movement?

The Jazz Age

Students learn about the significant social changes that occurred after the war, beginning with prohibition. They evaluate how the Jazz Age played a significant role in the cultural changes of the 1920s, primarily in the U.S but also in Europe. They explore the growing importance of mass media and the entertainment industry and how the works of prominent authors of the 1920s reflected changing American culture. Students analyze significant changes during this period, like the Great Migration and its effects on the Northern cities and the Harlem Renaissance and its importance to American music. Students interpret economic data about the rise of consumerism and credit and evaluate the effects of new economic policies during the Harding and Coolidge presidencies.

☐ Unit Assignment(s):

Assignment Summary: In the lesson, “A Roaring Economy”, students practice interpreting data to draw conclusions. Students are presented with information within graphs and charts and students first analyze what information the graphs and charts are portraying. Next, the students use the graphs and charts to draw conclusions regarding the people of the Jazz Age.

Assignment Summary: The classroom teacher will facilitate a discussion using the following discussion questions:

- Some people consider Billie Holiday’s rendition of Strange Fruit to be one of the greatest protest songs of all time. What modern songs follow in this genre?
- What did Prohibition tell us about the relationship between the government and the

Individual?

- How did Prohibition affect the social, cultural and political arenas of American society?

The Jazz Age: Source Workshop

Students take an in depth look at specific works that came out of the Jazz Age. They analyze the contributions of African American authors through poetry, essays, memoirs, and visual arts. Students also demonstrate the literary skills necessary to understand speaker, tone, and the concept of autobiographical essay. They draw inferences about the speaker and determine the author's perspective and purpose, and they evaluate how the historical background influenced writers.

☐ Unit Assignment(s):

Assignment Summary: In the lesson, “Essay: How it Feels to be Colored Me”, students refer to the reading from the lesson to respond to several critical thinking short response questions. This assignment demonstrates cross curriculum reading, as students analyze the meaning of the story as well as its historical application.

Assignment Summary: The classroom teacher will facilitate a discussion using the following discussion questions:

- How do we still see evidence of the Jazz Age in the clothing choices of many modern American women?
- How does Scott Fitzgerald's *Winter Dreams* reflect society of the 1920s?

The Great Depression

Students examine how economic problems silenced the “roar” of the Roaring Twenties, beginning with the stock market crash of 1929 that continued into the 1940s. They explore the government regulations to prevent this tragedy from reoccurring. They read interviews from the Federal Writers Project to learn how the Great Depression impacted the lives of Americans and they use photographs to explore what it was like to live in the shantytowns that became known as Hoovervilles. They explore the struggles that resulted from the Dust Bowl, and they evaluate Roosevelt's efforts to begin to repair the nation and prevent future devastation in his New Deal. Students also evaluate the role of New Deal legislation in reforming American labor practices, the reasons for conservative leaders' opposition, the effects of the Supreme Court's decision to declare several New Deal programs unconstitutional, and finally argue for or against the New Deal.

Unit Assignment(s):

Assignment Summary: In the lesson, “Roosevelt's Hundred Days”, students examine historical data about the failing banks leading up to 1933. Students learn about the fireside chats and speeches given by Franklin Roosevelt in hopes to encourage the American people during the Depression. Finally, students read and analyze one of the speeches, and then write a response to this fireside chat, using evidence, discussing whether or not he or she found the speech to be effective.

Assignment Summary: In the lesson, “Opposition to the New Deal”, students produce a clear, organized outline for an argumentative essay, for or against the New Deal. Students are required to write a thesis statement, develop supporting points, and include evidence to support each supporting point. The students use this outline to demonstrate an understanding of the circumstances surrounding the New Deal, while also demonstrating knowledge of how to develop an argumentative essay. (Students build on this step at the end of the semester.)

Assignment Summary: The classroom teacher will facilitate a discussion using the following discussion questions:

- What lessons can be learned from the stock market crash of 1929 and of 2008?
- Consider the actions of the government during the Great Depression, what role should the government play in times of crisis?
- What were the long term impacts of the Great Depression?

World War II: U.S. Involvement

Students first explore the rise of fascism and aggression after World War I, and how other nations responded. They examine the path to World War II and American involvement, and Hitler's rise to power and the reaction in Europe and the U.S. They compare and contrast democratic and totalitarian forms of government, and learn about aggression displayed by Germany and Japan during the 1930s that led to fascist and militaristic governments controlling most of Europe and Asia. They examine the temporary avoidance of war due to the Munich Conference, the break out of war in 1939 as Germany and Japan allied, tensions grew when the United States froze Japan's assets and halted all oil exports, the surprise attack on Pearl Harbor, the United States' declaration of war on Japan, and Germany's declaration of war on the U.S. Students evaluate how the war changed social and economic conditions in the U.S with the promotion of patriotism, jobs, rationing, and war bonds, women and African Americans gaining new rights, and Mexican immigrants being invited to the U.S to help fill labor shortages. Finally, students explore effects of the war such as the challenges faced by Japanese Americans in internment camps and the achievements of all-minority military units, including the Tuskegee Airmen, the Navajo Code Talkers, and Nisei regiments.

Unit Assignment(s):

Assignment Summary: In the lesson, "Fascism and Aggression", students read primary sources and watch a video clip of Hitler giving a speech in 1938. Students imagine they are employees of the United States Government living in Germany during the 1930s and 1940s and they use these sources to produce an assessment that provides the United States with recommendations about how to respond to Hitler in the future. This assignment provides the student with an opportunity to analyze primary sources and then use those sources to produce a report.

Assignment Summary: In the lesson, "Americans at War", students examine how the people in Hollywood contributed to the war effort. Students are provided with video clips, historical information, and photos which demonstrate how actors and actresses played a role in raising money, selling bonds, and providing the troops with entertainment. Students analyze these resources and provide a short answer explaining the significance of Hollywood's contributions to the war.

Assignment Summary: The classroom teacher will facilitate a discussion using the following discussion questions:

- Why do you think the U.S. maintained a position of neutrality in World War II for so long?
- Would the United States have joined the Allied Forces if Japan had not attacked Pearl Harbor?
- It can be argued that the outbreak of WWII could have been avoided by European leaders, but that their decisions and actions plunge Europe into another World War. Explain how European leaders could have avoided another World War?

World War II: Course of the War

Students continue their study of the war. They explore turning points in Europe and in the Pacific, war crimes, the Holocaust, the Axis powers and the Allied forces, the Europe-first strategy, and Dwight D. Eisenhower's role as supreme Allied commander. Students trace the course of the Allied victory in Europe, including turning points such as Stalingrad, the Normandy Invasion, and the Battle of the Bulge. They evaluate American

contributions to the war in Europe, including those by generals George Patton and Omar Bradley. Students analyze significant battle locations and turning points in the Pacific, such as the Battle of Midway, as well as contributions of Americans in the Pacific theater, including those of Douglas MacArthur and Chester Nimitz. Students also explore how Japanese resistance to American attacks affected the American decision to use the atomic bomb. Students evaluate the aftermath effects of World War II, such as the consequences of warfare, the establishment of the United Nations, and the creation of new political states, and postwar measures instituted in Japan following the war. They analyze the global community's response to the Holocaust and then reflect on their own views of the treatment of certain groups during the war by conducting appropriate research using multiple relevant print and digital sources to construct an argumentative essay about Franklin Roosevelt and his choice to sign Executive Order 9066 in 1942.

Unit Assignment(s):

Assignment Summary: In the lesson, “End of the War in the Pacific”, students analyze the opinions of several of the persons involved in the decision to drop the Atomic Bomb on Japan. Students examine these excerpts and decide whether or not they agree with this decision and why they hold that stance. Finally, students compose a letter to President Truman stating, with evidence to back up their claim, whether or not the bomb should be dropped.

Writing Workshop: Creating an Argumentative Essay: Following a semester of study of U.S. history and geography and application of literary, reading, and writing skills, students apply all that they have learned to construct an argumentative essay as a culminating assessment. Students first review major actions taken by leaders studied in the course. Then they refer back to what they learned about writing an argumentative essay in unit eight. Students then develop a claim and write an argumentative essay addressing the following prompt:

“Was President Roosevelt justified in ordering Executive Order 9066, which resulted in the internment of Japanese American citizens?”

In order to complete this assignment, students conduct research to gather facts and consider arguments and opposing views to develop a position. They develop a clear claim and thesis, provide reasons and evidence from their research to support the claim, identify a counterargument and address it, and write a strong outline. Then students write an argumentative essay of at least three to five pages that includes a thesis statement, an introduction, a body, and a conclusion.

Assignment Summary: The classroom teacher will facilitate a discussion using the following discussion questions:

- Why do you think African-Americans were willing to fight during WWII despite the challenges and discrimination they faced?
- Heinrich Heine, a German-Jewish poet, is quoted as saying, “Where one burns books, one will, in the end, burn people.” Explain what is meant by this quote. Do you agree or disagree with this analogy?
- Read the article “70 years after Hiroshima, opinions have shifted on use of atomic bomb”. Do you think that the United States was right to use Atomic bombs? Do you think the United States Government would make the same decision today?

The Cold War: Beginnings

Moving forward to the 1950's, students explore American involvement as the Cold War begins. They examine the postwar role of the United Nations, and the intention to establish peace and rebuild after the war, including topics like NATO and the Marshall Plan. They explore the opposing postwar goals of the U.S. and the U.S.S.R. that led to the Cold War, how the Soviets expanded their control over Eastern Europe, the concept of the Iron Curtain, and the policy of containment. Students evaluate the effects of Berlin blockade and the reasons for the creation of the Warsaw Pact. They learn about the Truman administration and domestic policies, including the Fair Deal, post-war labor policy, and changes to the military and government structure during his presidency. Finally, they examine the expansion of communism in Asia that led to the Korean War and the effects of the war on the geography and politics of East Asia.

📄 Unit Assignment(s):

Assignment Summary: In the lesson, "Treaties and Blocs", students produce a narrative writing which demonstrates an understanding of writing themes such as plot, character, and setting, as well as demonstrating research skills and comprehension of the Berlin Airlift. Students are provided with an introductory lesson that reviews how to write about history using research and facts to tell a story about people or events. Students then reflect on the perspective a person their age living in West Berlin, as they respond to the prompt:

- "Using your notes, write a two-paragraph journal entry from the perspective of someone your age who is living in West Berlin during the Berlin "

Assignment Summary: In the lesson, "Truman's Fair Deal", students read Truman's State of the Union speech in 1949 and analyze the points he makes about his plan for the Fair Deal. Students draw upon previous knowledge from the lesson and what they have learned in the assigned readings to describe which of Truman's policies were believed to be the most important and why.

Assignment Summary: The classroom teacher will facilitate a discussion using the following discussion questions:

- Why did the relationship between wartime allies (US and USSR) deteriorate so quickly?
- What event signifies the beginning of the Cold War? Is there one?
- Winston Churchill said "I do not believe that Soviet Russia desires war. What they desire is the fruits of war and the indefinite expansion of their power and doctrines." What did he mean by this?

The Cold War: Continued Conflict

Students evaluate some of the causes of the postwar growing economy and the baby boom, and the effects of the economy on the country as a whole in the 1950s, including a rise in the Gross National Product, a sense of security in finances, housing, and jobs, major demographic changes, and the development of a car culture. Students analyze the effects of McCarthyism and Cold War fears, and steps Americans took to survive in case of nuclear war. Students evaluate how the arms race affected the Cold War and impacted defense spending in the U.S. and how the space race led the Soviet Union to be the first to launch a satellite and send a manned spacecraft safely into orbit and back. Students make comparisons between the Cold War foreign policies of

Truman and those of Eisenhower, including Eisenhower's addition of military assistance to free nations in need, and they evaluate U.S. intervention around the world and the effect of the domino theory on the U.S. decision to become involved in the civil war in Vietnam.

Unit Assignment(s):

Assignment Summary: In the lesson, "The Baby Boom", students are provided with "The 1960 Master Plan for Higher Education" which they use to analyze and reflect on the purpose of community colleges in the state of California. Students produce coherent writing that demonstrates an understanding of how this plan was implemented and connect the past with the present while studying community colleges.

Assignment Summary: In the lesson, "Brinkmanship and Vietnam", students explore the 1965 Suez Crisis. During the assignment, students watch newsreel footage of the crisis from 1965, read an article about the Suez Crisis, and then identify both, how the US involvement affected US foreign policy, and two consequences of US actions. Finally, students recall what they have learned and draw conclusions to answer the prompt, "What Cold War policies did Eisenhower use during the Suez Crisis?"

Assignment Summary: The classroom teacher will facilitate a discussion using the following discussion questions:

- How did the Cold War impact politically-vulnerable regions, such as Southeastern Asian nations and nations in South America?
- To what extent did the "race to space" from 1957-1969 reflect political, social, and economic aspects of the Cold War?
- Some argue that our current global political climate is similar to the pre-Cold War era, do you agree with this assessment? Explain.

The Civil Rights Movement

Students learn about the effects of the military desegregation in WWII and how it led to the end of the color barrier in baseball, and later in public law and graduate schools as a result of the rulings in Sweatt v. Painter and McLaurin v. Oklahoma. Students explore the civil rights movement by examining the provisions of Brown v. Board of Education and its immediate effect on schools, as well as the opposition to the integration of Southern public schools. They evaluate major aims of the civil rights movement and some of the campaigns of civil resistance that achieved change, including the Montgomery Bus Boycott, violent protests in Birmingham, and the integration of universities and voter registration campaigns in the South. Students explore the progression of the movement through the study of the 1964 Civil Rights Act, the Voting Rights Act of 1965, the relationship between the Nation of Islam and Malcolm X, the Black Power movement in the quest for racial equality, and the impact of the violent "race riots" on U.S. society in the 1960s. Finally, students explore the extension of civil rights to Native Americans, Mexican Americans, and Asian Americans.

Unit Assignment(s):

Assignment Summary: In the lesson, “Nonviolent Protest”, students read the letter Martin Luther King Jr. wrote while he was in Birmingham Jail in 1963 and answer comprehension questions about the letter. Then students produce a written summary, in their own words, about what they think the key message is from this letter. Students learn to analyze and comprehend text and develop that comprehension into written material.

Assignment Summary: In the lesson, “Civil Rights and Voting Rights”, students read excerpts from Martin Luther King’s “I Have a Dream” speech and reflect on the goals that King is describing. As the students read the text, they answer questions that demonstrate an ability to interpret and comprehend the language within the text. Finally, students explain the importance of the allusions which King was making throughout his speech.

Assignment Summary: In the lesson, “Extending Civil Rights”, students read a speech by Cesar Chavez and connect it with the ideas of Martin Luther King, Jr. As the students read, look for references to Martin Luther King, Jr. and the legacy of the Civil Rights Movement. When they are ready, students produce a coherent writing that demonstrates an understanding of the ties between the Civil Rights Movement for African Americans and other minorities.

Assignment Summary: The classroom teacher will facilitate a discussion using the following discussion questions:

- Recall the different nonviolent strategies that were used during the Civil Rights Movement. Which, if any, of these strategies might be useful for addressing social injustices today? What additional strategies do modern technologies offer?
- How were the ideas of Martin Luther King Jr. and Malcolm X similar and different as they worked to achieve a better future for African-Americans in America?
- What long term impact did the Black Panthers have on our society?

American Society: The 1960s

This unit gives students an understanding of American society from President Kennedy to President Nixon, including foreign relations and internal growth and conflict. Students learn about important events that identify this era, like President Kennedy’s response to the Berlin Wall, U.S. relations with Cuba including the invasion of the Bay of Pigs and the Cuban Missile Crisis, and increased military involvement in the war in Vietnam. They evaluate Kennedy’s policies on society, the economy, and the environment, and his commitment to space exploration. Students take a closer look at the effects and challenges of the Vietnam War, including the Tet Offensive campaign, the division of American society, and the antiwar movement. They also evaluate the impact of President Kennedy’s assassination, the steps Johnson took to help the country transition, the successes and controversies of Johnson’s Great Society plan, and the role of the Supreme Court and the impact of the Warren Court’s decisions on First Amendment rights. They explore the effects of the passage of the Immigration Act of 1965, the reasons for a rise in Asian immigration, changes to Latin American immigration, and the effects of modern immigration trends. Finally, students examine the 1968 assassinations of Martin Luther King, Jr. and Robert Kennedy as a turning point in American history, the Democratic National Convention protests as a cause for loss of faith in the police and in politics, and Nixon’s election as a turn from the liberal reforms of the 1960s by a deeply-divided nation.

Unit Assignment(s):

Assignment Summary: In the lesson, “Johnson’s Great Society”, students read excerpts from speeches by Presidents Roosevelt, Kennedy, and Johnson. Students learn additional information about their social programs and the ideas behind these programs. Students then answer questions about the different ways these social programs are similar and how they are different.

Assignment Summary: In the lesson, “Changing Immigration”, students analyze graphs, charts, and readings which they use to answer comprehension questions. Students also produce a short summary about how America had changed as a result of the Immigration Act of 1965. This assignment reinstates the importance of data and primary resources when studying and understanding historical events.

Assignment Summary: The classroom teacher will facilitate a discussion using the following discussion questions:

- Discuss the role of public perception during the Vietnam War. How did it change between 1964 and 1969? Why did it change?
- Why did the U.S. end its support for Ho Chi Minh and back France in the First Indochina War? Do you think this was a good strategy?
- What is the lasting impact of America’s 1960s immigration policies?

American Society: The 1970s

The unit begins with the Nixon administration’s ending of the Vietnam War. Students analyze the impact of ongoing protests, the final phases of the war, and the war’s impact including the Twenty-Sixth Amendment and the War Powers Act. Students explore Nixon’s foreign policies in relation to China, the Soviet Union, and Latin America, and his domestic policies including civil rights, social, and environmental and how they affected the economy. Students analyze the events of the Watergate scandal, the constitutional issues raised, and the challenges facing President Ford following Nixon’s resignation. Students evaluate Carter’s response to the economic crisis of the late 1970s and his foreign policy successes and failures, including his efforts to promote cooperation and create peace agreements in the Middle East after the second oil shock of 1979 and his response to foreign crises in Afghanistan and Iran. Students also explore the reasons for a growing women’s rights movement in the 1960s and 1970s and examine the history and impact of the National Organization for Women and the impact of Roe v. Wade on American society.

Unit Assignment(s):

Assignment Summary: In the lesson, “The Economy in the 1970s”, students analyze graphs, interpret quotes, and answer questions about stagflation. Students use this information to produce a summary of the main troubles which brought about economic problems for Carter, and explain why resolving these issues was difficult. Students learn how to apply primary resources and research in their summaries.

Assignment Summary: The classroom teacher will facilitate a discussion using the following discussion questions:

- How far have women come in claiming their human rights in the U.S. and what obstacles do they still face?
- What is the “wage gap”? Do you think there is still a wage gap in place today? Why or why not?
- How did the Watergate Scandal affect the trust Americans had in the government?

The United States in Recent Times: To a New Millennium

This unit shifts to a focus on modern times to complete the course as students learn about changes that occurred from the Reagan administration to the Obama administration. Students explore topics of Ronald Reagan’s term like conservative revolution in the 1980s, foreign relations, the Strategic Defense Initiative, tensions between the U.S. and the U.S.S.R. and the INF Treaty, the Cold War in Latin America, and U.S. involvement in Iran, Afghanistan, Israel, Lebanon, and Libya. Students explore topics from Bush’s administration such as the end of the Cold War, the pact signed by President Bush and Mikhail Gorbachev, the effects of the collapse of the Soviet Union on Europe and on communism, the Tiananmen Square protests, U.S. interventions in Panama and Iraq, and legislation including the American Disabilities Act, the Exxon Valdez oil spill, federal aid following the LA riots, increased taxes to reduce U.S. debt, and the recession at the end of Bush’s presidency. Students explore policies that shaped Bill Clinton’s presidency, including NAFTA and GATT, health care reform, FMLA, Don’t Ask Don’t Tell, the Brady Bill, counter terrorism, imprisonment and punishment, and intervention in Haiti, Somalia, Rwanda, and in Eastern Europe. They explore the controversial election of George W. Bush and the major domestic policies and initiatives that defined his presidency, including tax cuts and credits to energy companies, immigration reform, the fence on the southern border, education policies, the response to Katrina, and the Emergency Economic Stabilization Act. Finally, students explore the term of President Obama as the first African American nominee for a major party and the first African American president. They explore policies such as the enforcement of President Bush’s TARP plan, the American Recovery and Reinvestment Act, support of green jobs and the improvement of habitat and water quality, and health care reform, and foreign policy.

Unit Assignment(s):

Assignment Summary: In the lesson, “Reagan and the 1980s”, students are provided with several resources, such as maps, charts and primary sources, which they use to understand the changing politics during Reagan’s time as President. Students learn how to read and analyze these resources and then apply that analysis while answering evidence-based questions.

Assignment Summary: In the lesson, “The End of the Cold War”, students read primary sources that explore the fall of communism in Eastern Europe. Students reflect on these sources and use them to summarize in writing major complaints of the people in Eastern European countries undergoing violence and bloodshed. These observations provide students with insight to the lives of people in other countries at this time.

Assignment Summary: The classroom teacher will facilitate a discussion using the following discussion questions:

- What role did the United States play in global politics during the 1980s?
- How was the conservative revolution in the 1980s similar to the Tea Party Movement of the early 2000s?

- Watch President George W. Bush's speech on 9/11. What does Bush mean by "the Foundation of America?"

The United States in Recent Times: The U.S. in the International Community

Students shift to a global focus on modern times as they explore human and economic rights in the U.S. and around the world. They evaluate current challenges like safety, medical attention, poverty, starvation, clean water, air pollution, conflict, and human rights and analyze current statistics as well as projections for 2050. Students learn about partnerships and organizations, like USAID and the Global Health Initiative, evaluate a selection from the Universal Declaration of Human Rights by the United Nations to explore the purpose of Universal Human Rights as it relates to historical events like the Holocaust, and explore the regulations the UN Commission has achieved. They also analyze economic topics like mutual influence between the U.S. and global economies, IMF, World Bank, and the G20 regulation, the housing crash of 2008, financial resources like the International Monetary Fund and the World Bank, the origin of NGOs and the concept of microcredit in financial lending, the rise of capitalism and the push for free trade worldwide, economic and technological advantages of the World Trade Organization and multinational corporations, the criticism of the rules of trade and treaties and resulting band between developing countries, and UN Global Compact regulations on multinational corporations that finished with the analysis of whether multinational corporations are causing a Westernization of culture or simply promoting cultural interaction and diversity.

Unit Assignment(s):

Assignment Summary: In the lesson, "Westernization and Commoditization", students reflect on what they have learned from the lesson regarding commoditization. Students then respond to a prompt which asks students how commoditization applies to them personally, why and how brands influence their personal purchasing decisions.

Assignment Summary: The classroom teacher will facilitate a discussion using the following discussion questions:

- What influence have Western Nations had on the developing world?
- How did the financial crisis of 2008 impact the American economy? How was the impact different in other areas of the world?
- Describe the evolution of movements to assert rights by people with disabilities, ethnic and racial groups, and women

Hemispheric Relations

Students narrow the focus for this unit to the Americas. They first explore Latin America and the natural resources and manufacturing and trade along with other economic activities, including livestock ranching, commercial agriculture, subsistence farming, forestry, and tourism. They evaluate the economies of Brazil and Cuba and problems that have arisen within the service industry as resulting from inexpensive labor, low tax rates, and proximity of neighboring countries. They analyze environmental issues like the modification of the land for transportation, destruction of natural habitats, land subsidence, dam construction, pollution and oil spills, the effects of the deforestation of the Amazon Rainforest, and the crime and deaths that result from the illegal drug trade. Students also explore relations with Canada, covering topics such as leading resources in the U.S. and Canada and the importance of the service industry, manufacturing, fishing, farming, and mining in each country, and measures the two governments take to protect resources and the economy. Students compare and contrast the economies of the U.S. and Canada to understand their economic similarities and how dependent they are on each other, and they also learn about some of the environmental concerns of the U.S. and Canada, like urban sprawl, air pollution, and loss of habitats.

□ Unit Assignment(s):

Assignment Summary: In the lesson, “Natural Resources and Economies of Latin America,” students practice their understanding of maps of the region and evaluate charts on the region’s GDP and working population. Next, students identify economic activities in Brazil and Latin America. Then, students are presented with short answer prompts to analyze and apply what they have learned regarding the economies of Brazil and Cuba, including the challenges they face.

Assignment Summary: The classroom teacher will facilitate a discussion using the following discussion questions:

- What is the current state of NAFTA? Is NAFTA important?
- What is happening to economies in Latin America? Why?
- How have relations between the United States and Latin America shifted?

Unit 19: The United States in Recent Times: Today's Concerns

In this unit, students evaluate some of the greatest concerns of today, including U.S. military in the Middle East, demographic changes, poverty, religious liberty, and the effects of technology on society. Students learn about the causes and effects of U.S. military action in Afghanistan and Iraq, including the September 11th attacks, the strikes in Afghanistan to end control of the Taliban, the resulting suicide bombs and IEDs, the suspicion of weapons of mass destruction, the capture of Saddam Hussein, Bush’s order for the surge of troops, and the plan for withdrawal from the Middle East. Students evaluate demographic changes in the U.S., the strain on Medicare and Social Security from population increase, and the strain on resources as people moved to the Sun Belt. Students explore the transformation of the concept of family, evaluate poverty that has resulted from changes in demographics, lack of education, discrimination, and economic shifts, and learn about government aid available for those living in poverty. Students look at technological changes in the U.S. that began with the internet and led to cell phones, tablets, and advances in business, medicine, and energy

consumption. Finally, students evaluate effects of religion on government and society, explore religious movements, and analyze the concept of nativism that targeted immigrants along with other groups that suffered religious persecution.

Unit Assignment(s):

Assignment Summary: In the lesson, “Military Intervention in the Middle East”, students apply what they have learned about the different ways the US military became involved in the Middle East after 9/11. Students answer short analysis questions regarding the wars in Afghanistan and Iraq. At the end of the assignment, students write a short opinion piece, arguing, with evidence, whether the decision to invade Iraq was the correct decision.

Assignment Summary: In the lesson, “Immigration and Demographic Change”, students consider how population has changed within America over time and the other changes and challenges which have occurred as a result. Students analyze charts and graphs as they continue to learn about the impact of demographic changes. At the end of the assignment, students draw conclusions and summarize how the United States is changing.

Assignment Summary: The classroom teacher will facilitate a discussion using the following discussion questions:

- What was the role of social media and digital technologies in the Arab Spring?
- What did the UN Special Report on extreme poverty in America say about our country? What changes can America, as a society, make to eliminate poverty?
- How will Immigration policies shifts impact the United States over the next few years?

The United States in Recent Times: The Environmental Movement

The final unit reflects on the movement to preserve the environment. Students analyze the impact of governmental policy, explore the work of several authors, and reflect on the importance of conservation through an extended assignment. They learn about the laws that enable the Environmental Protection Agency to set standards, as well as government sanctioned activities and organizations and their effects on ecosystems. Students evaluate contributing factors to environmental policy decisions and incentives, like tax breaks, used to encourage compliance. They evaluate environmental consequences of policies that address social problems, like practices on private land that damage the environment. They learn about environmental sociology, and also environmental science milestones including public environmental issues such as the California oil spill and the Cuyahoga River fire that triggered the National Environmental Policy Act. Students learn about the background of Ansel Adams as a conservationist, and an environmentalist, and explore some of his works and contributions. Students also read works of other authors whose writing impacted government policy, including John Muir and Rachel Carson, and they apply the Six Traits of writing to draft and revise a three page expository essay about their use and conservation of water.

Unit Assignment(s):

Assignment Summary: In the lesson, “Environmental Issues”, students answer questions which require them to recall what they have learned about how Americans have been impacted by environmental issues. Then students analyze charts and excerpts from texts regarding air pollution, water pollution, and land conservation. Finally, students respond to a prompt asking them to explain why it is difficult to balance economic issues with environmental issues.

Expository Essay – Water Consumption: Following a unit dedicated to the environmental movement in the United States, students relate the idea of conservation to their own lives. Students consider resources and their values based on the supply available. They evaluate the importance of water in the life cycle as they brainstorm its many uses, including electrical production, and reflect on man’s ability to create more fresh water. Then they begin the prewriting process to address the following prompt:

All living organisms on Earth need water to survive. Many, including humans, require fresh water, but only 3% of the water on the Earth's surface is fresh water. How is fresh water important to you? How does this affect the way you manage your use of fresh water?

Students utilize the Six Traits of Effective Writing as they outline, draft, and revise their essays. They are expected to write an informational/expository essay of at least three to five pages that includes a proper thesis statement, an introduction, a body, and a conclusion. To develop their thesis, students are expected to develop a claim, and then support their claim with relevant facts, reasons, and evidence from their knowledge of history-social science and the conservation of natural resources.

Assignment Summary: The classroom teacher will facilitate a discussion using the following discussion questions:

- What role can young adults play in shaping environmental policy?
- What impact will President Trump’s environmental rollbacks have on business, the American Economy, and on the environment?
- What impact is legislation in the state of California having on National Environmental policy?

Course Materials

Literary Texts

Title	Author	Publisher	Edition	Website	Read in entirety
The Revised Catechism	Mark Twain	Public Domain	1871	[empty]	Yes
The War Prayer	Mark Twain	Public Domain	1904	[empty]	Yes

Title	Author	Publisher	Edition	Website	Read in entirety
The New Colossus	Emma Lazarus	Public Domain	1883	[empty]	Yes
A Night at the Immigration Station	Choi Kyung Sik	Shinhan Minbo Newspaper	1925	[empty]	Yes
Applied Christianity: Moral Aspects of Social Questions	Washington Gladden	Houghton, Mifflin and company	1886	[empty]	No
The Shame of the Cities	Lincoln Steffens	Public Domain	1904	[empty]	No
What the Social Classes Owe Each Other	William Graham Sumner	Public Domain	1883	[empty]	No
The History of the Standard Oil Company	Ida Tarbell	Public Domain	1904	[empty]	No
The Octopus	Frank Norris	Public Domain	1901	[empty]	No
The Red Record	Ida B. Wells	Public Domain	1895	[empty]	No
The Jungle	Upton Sinclair	Public Domain	1906	[empty]	No
Their Eyes were Watching God	Zora Neale Hurston	J. B. Lippincott	1937	[empty]	No
Harlem [dream deferred]	Langston Hughes	Permission of Harold Ober Associates Incorporated	1994	[empty]	Yes

Primary Documents

Title	Authors	Date	URL
Declaration of Independence	[empty]	[empty]	[empty]
Constitution	[empty]	[empty]	[empty]
Federalist Papers	[empty]	[empty]	[empty]
Anti-Federalist Papers	[empty]	[empty]	[empty]
Marbury v. Madison	Chief Justice John Marshall	1803	[empty]

Title	Authors	Date	URL
Gettysburg Address	Abraham Lincoln	1863	[empty]
Chinese Exclusion Act	[empty]	1882	[empty]
The Declaration of Sentiments	Seneca Falls Women's Rights Convention	1848	[empty]
Schenck v. United States	Justice Oliver Wendell Holmes	1919	[empty]
Nomination Acceptance Speech	Franklin D. Roosevelt	1932	[empty]
Federal Writers' Project	[empty]	1935	[empty]
Arsenal of Democracy	Franklin D. Roosevelt	1940	[empty]
Inaugural Address	President Obama	2009	[empty]
Clinton's Farewell Address	President Clinton	2001	[empty]
State of the Union Address 1985	President Reagan	1985	[empty]
State of the Union Address 1979	President Carter	1979	[empty]
Tinker v. Des Moines	Justices of the Court	1969	[empty]

Multimedia

Title	Author	Director	Name of video series	Date	Website	Medium of Publication
Edgenuity Course Map	Edgenuity Inc.	[empty]	[empty]	[empty]	[empty]	Online Interactive Resource
Edgenuity Instructional Videos	Edgenuity Inc.	[empty]	[empty]	[empty]	[empty]	Online Interactive Resource
Edgenuity eNotes	Edgenuity Inc.	[empty]	[empty]	[empty]	[empty]	Online Interactive Resource
Edgenuity eWriter Tool	Edgenuity Inc.	[empty]	[empty]	[empty]	[empty]	Online Interactive Resource

Title	Author	Director	Name of video series	Date	Website	Medium of Publication
Edgenuity Student Support for Text-based Assignments: Literacy Scaffolds and Supports	Edgenuity Inc.	[empty]	[empty]	[empty]	[empty]	Online Interactive Resource
Collaboration Corner	Edgenuity Inc.	[empty]	[empty]	[empty]	[empty]	Online Interactive Resource
Videos of Hitler's speeches	[empty]	[empty]	[empty]	1938	[empty]	Video
Radio program broadcast for troops	Turner and Hope	[empty]	[empty]	1942	[empty]	Video

Other

Title	Authors	Date	Course material type	Website
The Gospel of Wealth	Andrew Carnegie	1889	Informational text	[empty]
The Tenement House Blight	Jacob Riis	1899	Informational text	[empty]
Cross of Gold	William Jennings Bryan	1896	Speech	[empty]
Letter to the National Child Labor Committee	Woodrow Wilson	1917	Letter	[empty]
Declaration of Neutrality	Woodrow Wilson	1917	Speech	[empty]
Popular Rhyme	[empty]	1925	Rhyme	[empty]
Iron Curtain	Winston Churchill	1946	Speech	[empty]
The Life of a Maquiladora Worker	David Bacon	1996	Interview	[empty]
Axis of Evil	President Bush	2002	Speech/Video	[empty]

Title	Authors	Date	Course material type	Website
Silent Spring	Rachel Carson	1962	Informational text	[empty]
I Have a Dream	Dr. Martin Luther King Jr.	1963	Speech	[empty]
Letter from Birmingham Jail	Dr. Martin Luther King Jr.	1963	Letter	[empty]
Woodland Caribou	[empty]	[empty]	Informational text	[empty]
Urbanization in Latin America	[empty]	[empty]	Informational text	[empty]
Changing Agriculture	[empty]	[empty]	Informational text	[empty]
Fact Sheet: Amazon Deforestation	[empty]	[empty]	Informational text	[empty]
Tropical Forests in Our Daily Lives	[empty]	[empty]	Informational text	[empty]
Prairie Provinces	[empty]	[empty]	Informational text	[empty]

Additional Information

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