

EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services
Course of Study Information Page

Course Title: Historical and Geographical Perspectives of the United States-S (#820)	
Rationale: This course will offer 9 th - 12 th graders, who are in special education the opportunity to learn about geographical and historical perspectives in the United States.	
Course Description: Students in this course will examine the major turning points which helped to shape the modern world from the dawn of man to the present. The course explores global cultural and historical backgrounds, as well as American Historical perspectives including geography and government. The first two semesters of this class will focus on world events and how they apply to the modern world, and the second two semesters will focus on primarily United States growth and involvement with the world including a government component.	
How Does This Course Align With or Meet State and District Content Standards? Using the California State framework, this Historical perspective class will focus on standards 6-11. A strong emphasis will be made on cooperative learning, classroom discussion and technology to promote and enhance the understanding of world cultural views.	
Length of Course:	2 Semesters
Grade Level:	9-12
Credit: <input checked="" type="checkbox"/> Number of units: 10 credits <input type="checkbox"/> Meets graduation requirements <input type="checkbox"/> Request for UC "a-g" requirements <input type="checkbox"/> College Prep <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Vocational	Does not meet graduation requirements
Prerequisites:	None
Department(s):	Special Education
District Sites:	All
Board of Trustees Adoption Date:	January 25, 2005
Textbook(s)/Instructional Materials:	U.S. History; Globe Fearon 2004
Date Adopted by the Board of Trustees:	June 14, 2005

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UNIT #1: The Nation's Beginnings

GOAL: Students will demonstrate an understanding of the major economic, geographic, political and social factors which influence the founding of the United States

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
1) Compare reasons for colonial settlements in early America with immigration today 2) Analyze causes and effects of the American Revolution 3) Examine the philosophical roots of the Declaration of Independence 4) Understand the colonial lifestyle	Label on map major physical features of the Label the original 13 colonies Video: "The American Revolution" Discovery channel Part one Write an essay on the first people of America Form groups to be members of the Second Continental Congress. Choose a part of the Declaration and discuss with other members of Congress & vote to accept it or reject it Recreate a colonial experience – Write a skit

Content Area Standards
The students will achieve the following content standards:
11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government as described in the Declaration of Independence 11.1.2 Analyze the ideological origins of the American Revolution, the Founding Fathers', philosophy of divinely bestowed on unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights

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UNIT #2: Expansion, Civil War and Reconstruction

GOAL: Students will demonstrate an understanding of the political, social and economic factors leading to the Civil War

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
1) Understand the acquisition and settlement of land from the Atlantic to the Pacific	View <u>Civil War</u> by Ken Burns and/or <u>Glory</u> Create a chart listing the states rights vs. federal rights Timeline on expansion Report on famous people from the period
2) Analyze the conflict inherent in federalism: states rights vs. federal government	eg: Lincoln, Lewis and Clark, Sacajawea, Booth, Steven Douglas, Harriet Tubman Map the Underground Railroad
3) Evaluate the issues that led to the Civil War between the North and South and expanding states	Write a letter home from California talking about the search for gold
4) Explain the strategies used in the Civil War	

Content Area Standards
The students will achieve the following content standards:
11.1.3 Understand the history of the Constitution after 1787 with emphasis on federal vs. state authority and growing democratization
11.1.4 Examine the affects of the Civil War and reconstruction and the industrial revolution including demographic shifts and the emergence in the 19 th century of the U.S. as a world power



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UNIT #3: Immigration, Industrialization, and Reform

GOAL: Students will understand the foundations of America becoming an industrial power and its positive and negative impact upon society

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
<ol style="list-style-type: none">1) Explain how immigration, urbanization and industrialization impacted American society around the turn of the century2) Examine the foundations of America's economic system and the growth of business3) Describe the tremendous technological growth of the period and its impact on people4) Predict the effects of the industrial revolution on the reform movements of the era5) Evaluate the impact of industrialization, railroads and westward expansion upon Native Americans and other minority groups	<p>Create a time capsule to future generations making a list of events that others might be interested in.</p> <p>Read parts of "The Jungle" by Upton Sinclair Watch Ken Burns' video "The West" As an immigrant from another country write a paragraph describing your life in the U.S. and reasons for leaving home</p> <p>Create a poster encouraging women to get involved in the suffrage movement</p>

Content Area Standards

The students will achieve the following content standards:
<p>11.2 Students analyze the relationship among the rise of industrialization, large scale rural to urban immigration, and massive immigration from southern and eastern Europe</p> <p>11.2.1 Know the affects of industrialization on living and working conditions and including the portrayal of working conditions and food safety from Upton Sinclair's "The Jungle"</p>

11.2.5 Discuss corporate mergers that produce trust and cartels and the economic and political policies of industrial leaders

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UNIT #4: United States becomes a World Power

GOAL: Students will understand foreign policy perspectives in relation to U.S. involvement in the Spanish American War and WWI

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
1) Compare four foreign policy perspectives: a) isolationism b) internationalism c) collective security d) imperialism 2) Long and short term factors leading to WWI 3) Explain how the U.S. helped the Allies win the war 4) Understand the effects of the Versailles Treaty on the world	Create war propaganda Make your own Versailles Treaty and list what items would be used to limit Germany's power Compare and contrast the weapons used in WWI to today's weaponry Give a speech in favor of the League of Nations and vice versa Make a booklet about WWI

Content Area Standards

The students will achieve the following content standards:

11.4 Students trace the rise of the U.S. to its role as a world power in the 20th century

11.4.5 Analyze the political, economic and social ramifications on WWI on the home front

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UNIT #5: The Roaring Twenties

GOAL: Trace the political, social and technological changes in the period of 1919-1929

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
1) Analyze how the desire to “return to normalcy” contributed to <ul style="list-style-type: none"> a) decline in the interest to reform b) withdrawal into isolationism c) enactment of conservative economic policies 2) Explain circumstances leading to prohibition, the Klu Klux Klan, the Red Scare and Scopes trial 3) Compare the economic, social, political and technological changes of the twenties with the 1980's-to present	Write a report on a musician, writer, sports star or other talented people from the era Create an ad for a household product Create a chart that compares popular entertainment in the 20's to today Write a paragraph to express your opinion of the immigration law passed in 1921 Give pro and con speeches for the right of women to vote

Content Area Standards
The students will achieve the following content standards:
11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920's <ul style="list-style-type: none"> 11.5.1 Discuss the policies of Warren Harding, Calvin Coolidge and Herbert Hoover 11.5.2 Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties 11.5.4 Analyze the passage of the 19th amendment and the changing role in society 11.5.6 Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture 11.5.7 Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies, and the resulting prosperity and effect on the American landscape

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UNIT #6: The Great Depression and The New Deal

GOAL: Students will examine the causes and consequences of the economic collapse of the 1930's

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
1) Explain the causes and effects of the Depression 2) Contrast the government responses under President Hoover and President Roosevelt to the Depression 3) Evaluate the legacy of the New Deal in terms of dealing with the Depression and in terms of the expansion of governmental involvement in the nation's economic life	Prepare a television documentary on the Great Depression Write an article on the Depression Investigate what life was like for a teenager during the Depression Create a map detailing the route a Oklahoma family may experience as they travel westward Radio commercial urging citizens to vote for Roosevelt

Content Area Standards
The students will achieve the following content standards:
11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government 11.6.2 Understand the explanations of the principal causes of the Great Depression and steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Roosevelt to combat the economic crisis 11.6.3 Discuss the human toll of the depression, natural disasters and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of a left and right 11.6.4 Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930's

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UNIT #7: World War II, Battles and the Effect of the war on the U.S.

GOAL: Students will examine events that led to involvement in WWII and the impact of the war upon American society and the U.S. role in world affairs

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
1) Explain the political, military, economic, and social factors leading to WWII 2) Trace the major war time strategies and military events which resulted in an Allied victory 3) Evaluate WWII in relation to the ethical issues – racism, genocide and the ethics of war	Have a discussion regarding the pros and cons of entering the war Have groups write reports on different leaders during the war Write a list of ways your life would be different if you lived under a totalitarian Government Develop a map of the American Pacific campaign Write a report on the different battles of the war Create a multi media project on any number Create a radio broadcast about the Allied victory over Japan

Content Area Standards
The students will achieve the following content standards:
11.7 Students analyze America’s participation in WWII 11.7.1 Examine the origin of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor 11.7.2 Explain U.S. and allied war time strategy 11.7.5 Discuss the constitutional issues and impact of events on the U.S. home front

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UNIT #8: The Cold and Hot War - Capitalism vs. Communism

GOAL: Students will analyze the post war global competition between the Soviet Union and the U.S.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
1) Compare the economic, political and social values of the U.S. and the U.S.S.R.	Create a map of the countries involved in the Cold War in Europe Investigate the creation of the atomic bomb List the pros and cons of communism vs. capitalism
2) Examine the use of foreign aid to influence political and economic values	Have your own Senate hearing about communist sympathizers
3) Point out the effects of the Cold War upon the government and its citizens	Have a debate about how freedom and democracy must or must not be created Watch movie "Stalin"

Content Area Standards
The students will achieve the following content standards:
11.9.2 Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War
11.9.3 Trace the origins and geopolitical consequences of the Cold War and containment policy

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UNIT #9: Civil Rights Movement

GOAL: Students will understand the ongoing struggle in attempting to apply the ideals of the Declaration of Independence and the Constitution to all Americans

OBJECTIVES The student will:	SUGGESTED ACTIVITIES
1) Trace the major impediments to civil rights from the constitutional debates to the present	Write a report on individual civil rights activists and their impact on the movement
2) Analyze the struggle and successes made towards equal rights on the part of women, Native Americans, African Americans, Asian Americans, Hispanic Americans, aged and handicapped	Create a timeline of civil rights activities Write a letter to your congressperson asking for help on a civil rights issue Write a poem about your dream for a better world Invite the "living voices" presentation to your class
3) Compare non-violent and violent strategies used in the struggle for civil rights	Create a mock sit-in Pick someone who made a difference in the civil right movement and write a thank you note
4) Evaluate the expanding government role as the guarantor of civil rights	Discuss various court cases of civil rights Fill out voter registration cards Work in a precinct for an election

Content Area Standards
The students will achieve the following content standards:
11.8 Students analyze the economic boom and social transformation of post WWII America
11.8.2 Describe the significance of Mexican immigration and its relationship to the agricultural economy
11.10 Students analyze the development of federal civil rights and voting rights
11.10.1 Explain how demands of African Americans help produce a stimulus for civil rights
11.10.2 Examine and analyze the key events, policies, and court cases in the evolution of civil rights

11.10.6 Analyze the passage and effects of civil rights and voting rights legislation

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UNIT #10: The Vietnam Era to the Present

GOAL: Students will analyze major social, economic and political changes of the era

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
1) Analyze the impact of change upon major institutions of family, education, government, religion and business 2) Compare domestic and foreign policies of 20 th century presidents from Kennedy to Bush	Debate: Is American the best country in the world? Make a list of things you can do for your c country Review different speeches by modern presidents and compare and contrast Write a paragraph how you feel about building the Berlin Wall in 1961 as if you actually lived there Create a poster about the Space program Write a list of questions you would ask a famous political figure if you could interview them Compare and contrast the goals of different civil rights groups during the 1960's Create a map of the Vietnam area and the position of military factions U.S. soldiers are not used to guerilla warfare. Write a paragraph describing the problems they face Create an antiwar slogan or song / Create a pro war slogan or song Watch "All the Presidents Men"

Content Area Standards
The students will achieve the following content standards:
11.11 Students analyze the major social problems and domestic policy issues in contemporary American society 11.11.2 Discuss the significant the domestic policy speeches of Kennedy, Johnson, Nixon, Carter, Reagan, Bush I, Clinton and Bush II

