



**FRESNO UNIFIED SCHOOL DISTRICT
SCHOOL SUPPORT SERVICES
CURRICULUM AND PROFESSIONAL DEVELOPMENT**

UNITED STATES HISTORY COURSE OUTLINE

Department	H-SS		Course Title			United States History				
Course Codes:	Reg	3400	SDAIE	3404	Bil	3410	Imm	3412	GATE	3407
Grade Level(s)	11			Course Length			One Year			
Credits/semester	10/2	Graduation Requirement			Yes	Elective Credit				
Meets HS Grad. Requirement			Yes		Meets UC “a-g” Requirement				Yes	
Meets NCAA Requirement			Yes		Prerequisites		None			

COURSE DESCRIPTION

Students in grade eleven study the major turning points in American history in the twentieth century. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

GOALS

- Analyze the relationship of events in their political, economic, and social contents as outlined in the history/social science content standards.
- Relate history as a story well told, vivid with the struggles and triumphs of men and women who lived in other times and places.
- View events from a variety of perspectives through the use of fiction and nonfiction primary and secondary sources.
- Deal with controversial issues in an objective and empathetic manner.
- Think critically about all types of information.
- Participate in cooperative projects, school/community service and use technology.

CALIFORNIA CONTENT STANDARDS

- 11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

- 11.2 Students analyze the relationship among the rise of industrialization, large-scale rural to urban migration, and massive immigration from southern and eastern Europe.
- 11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.
- 11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.
- 11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920's.
- 11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.
- 11.7 Students analyze America's participation in World War II.
- 11.8 Students analyze the economic boom and social transformation of post World War II America.
- 11.9 Students analyze U.S. foreign policy since World War II.
- 11.10 Students analyze the development of federal civil rights and voting rights.
- 11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

PERFORMANCE STANDARDS

The California State Board of Education has identified the following levels for the California Standards Test (CST) in History-Social Science grade 10. The objective of the Fresno Unified School District is to have all students achieve at or above the Minimum Proficiency Performance Standard.

UNITED STATES HISTORY 2005 CST						
CLUSTERS (RS)	1 (10)	2 (13)	3 (12)	4 (12)	5 (13)	TOTALS (60)
MINIMUM PROFICIENCY: RS	5.8	7.4	7.2	7.2	7.4	35
MINIMUM PROFICIENCY: %	58%	57%	60%	60%	57%	58%

The Fresno Unified School District has common assessments that are required. The Performance Standard Criteria is shown in the table below. The objective is to have all students achieve at or above the proficient level. Performance level is determined by the average of the assessments or assignments.

	Far Below Basic	Below Basic	Basic	Proficient	Advanced Proficient
Quarterly Benchmark Assessment	Below 50%	50-59%	60-69%	70-89%	90%
Teacher Created Tests and Quizzes					
Classwork, Homework, Notebooks					
Class Projects					



FRESNO UNIFIED SCHOOL DISTRICT

UNITED STATES HISTORY CURRICULUM GUIDE

Jim Lloyd
History-Social Science

U.S. HISTORY CURRICULUM GUIDE: SEMESTER 1

Length	Standard CST Questions	Unit	Focus Topic	Resources	Assessment
1 Week	11.1.1	Introduction to US History	Rise of Democratic Ideas	Americans (2006): Ch. 1 pp. 31-39 Pathways (2005): Ch 1 p. 4-33	
5 Weeks	11.1.1-4 11.3.2, 11.3.3, 11.3.5 10 Questions (5 From 11.3)	Foundations of Early America:	Rise of Democratic Ideas continued Religious Intolerance Origins of American Rev. Natural Rights Separation of Church & State Federal & State Government Religious Revivals Sectional Differences and Civil War Reconstruction 13 th , 14 th , 15 th Amendments	TCI Articles of Confederation Reconstruction Americans (2006): Ch. 1 pp. 31-39 Ch. 2 pp. 46-53 66-71 Ch. 3 pp. 131 Ch. 4 pp. 156-167 Ch. 4 pp. 184-190 Pathways (2005): Ch 2 pp. 40-63 Ch. 3 106-147 Ch. 4 pp. 156-195 Ch. 5 pp. 198-223 Ch. 7 pp. 258-285	ACS Q1 Standards: 11.1.1-4 11.2.1-8 11.3.1-5 ACS Q1 Schedule Weeks 12-13
6 Weeks	11.2.1-8 11.3.1 & 11.3.4 12 Questions (5 From 11.3)	Industrialization:	Immigration Americanization Movement Religious Social Reform Movements Living, Working Conditions Unions, Political Machine Urbanization Robber Barons Social Darwinism, Populist Movements, leaders & Accomplishments	TCI The United States Coming of Age 1890-1920 Americans (2006): Ch. 7 pp. 252-272 Ch. 9 pp. 304-338 Pathways (2005): Ch 8 pp. 286-298 Ch.10 pp. 350-377	

U.S. HISTORY CURRICULUM GUIDE: SEMESTER 1

Length	Standard CST Questions	Unit	Focus Topic	Resources	Assessment
3 Weeks	11.4.1-6 6 Questions	Rise of the United States as a World Power:	Progressive Era Open Door Policy Spanish American War Panama Revolution Big Stick, Dollar, Moral Diplomacy WW I Home front	TCI The United States Coming of Age 1890-1920 Americans (2006): Ch. 5 pp 221-223 Ch. 6 pp 236-249 Ch. 10 pp. 342-365 Ch. 11 pp. 388-405 Pathways (2005): Ch 8 pp. 286-298 Ch.10 pp. 350-377 Ch 12 pp. 414-443	ACS Q2 Standards: 11.2.1, 9 11.4.1-6 11.5.1, 4
1 Week	11.5.1, 4 5 Questions	1920s Politics	Women's Suffrage Harding, Coolidge & Hoover Palmer Raids	TCI The Roaring Twenties & the Great Depression Americans (2006): Ch. 9 pp. 334-335 Ch. 12 pp. 410-430 Pathways (2005): Ch. 13 pp. 453-453 Ch. 14 pp. 480-503	ACS Q2 Schedule Weeks 16-17
1 Week	FINALS				

U.S. HISTORY CURRICULUM GUIDE: SEMESTER 2

Length	Standard CST Questions	Unit	Focus Topic	Resources	Assessment
2 Weeks	11.5.2-6 11.3.2 5 Questions	1920s Continued from Fall Semester	Back to Africa KKK Immigration Act 1924 ACLU & NAACP Prohibition Harlem Renaissance Mass Media New Tech & Effects Christian Fundamentalism	TCI Roaring 20s Keen Talk Swanky Age Stock Market Simulation Americans (2006): Ch. 13 pp. 432-461 Pathways (2005): Ch. 13 pp. 420-475	
3 Weeks	11.6.1-5 11.8.5 7 Questions	Great Depression/New Deal	Historic causes of Great Depression Short term causes & Hoover's solutions Dust Bowl & Ca. Migration New Deal Problems Org Labor from Depression	TCI Great Depression Visual Discovery Alphabet programs Century Video Americans (2006): Ch. 14 pp. 462-485 Ch. 15 pp. 486-523 Pathways (2005): Ch. 15 pp.506-531 Ch. 16 pp. 534-561	ACS Q3 Standards: 11.5.2-3, 5-7 11.6.1-5 11.7.1-8 11.8.5 ACS Q3 Schedule Weeks 9-10
3 Weeks	11.7.1-8 11.8.5 6 CST Questions	The United States in WW II	U.S. Entry Import Battles Contrib. of minority soldiers Foreign Policy Const. Issues/ /Home- front/Marshall Plan	Americans (2006): Ch. 16 pp. 550-559 Ch. 17 pp. 560-599 Pathways (2005): Ch. 17 pp. 585-589 Ch. 18 pp. 592- 631	

U.S. HISTORY CURRICULUM GUIDE: SEMESTER 2

Length	Standard CST Questions	Unit	Focus Topic	Resources	Assessment
3 Weeks	11.8.1-4,5,7,8 11.9.2-3 11 Questions	Foreign Policy Social Transformation Post WW II	Growth of non-blue collar jobs Popular Cult. – 1950’s U.N. & other int’l post war organizations W/Military alliances Foreign & Domestic Crisis in containment policy Domestic reactions to U.S. Cold War Policies	TCI Cold War Simulation Americans (2006): Ch. 19 pp. 632-665 Ch. 18 pp. 600-631 Ch. 20 pp. 670-678 Pathways (2005): Ch. 20 pp. 667-679 Ch. 19 pp. 634- 663 Ch. 22 pp. 751- 759 Ch. 20 pp. 680-686	ACS Q4 Standards: 11.8.1-8 11.9.1-7 11.10.1-7 11.11.1-7 ACS Q4 Schedule Weeks 20-21 (Optional)
2 Weeks	11.8.2 11.10.1-7 5 Questions	Civil Rights	Civil Rights gains in WWII Imp. Civil Rights cases Important people of Civil Rights movements Religion & strategies & other minorities & women’s rights	TCI Americans (2006): Ch. 21 pp. 698-727 Ch. 23 pp. 768-780 Pathways (2005): Ch. 21 pp. 696-727 Ch. 23 pp. 764-776	
1 Week	CST 60 Questions	CST TESTING			

U.S. HISTORY CURRICULUM GUIDE: SEMESTER 2

Length	Standard CST Questions	Unit	Focus Topic	Resources	Assessment
6 Weeks	11.8.6 11.9.4-7 11.11.1-7 3 Questions	<p align="center">Major Social Problems and Domestic issues in American Contemporary Society</p>	Domestic Issues: Poverty Health Foreign Policy Issues: Vietnam Counter Culture Immigration & Economy Environment Watergate Society-21 st Cent. Reform	<p>TCI</p> <p>Americans (2006): Ch. 20 pp. 679- 695 Ch. 22 pp. 728-765 Ch. 23 pp. 781-789 Ch. 24 pp. 792-827</p> <p>Pathways (2005): Ch. 22 pp. 734-750 Ch. 23 pp. 777-785 Ch. 24 pp. 790-819 Ch. 25 pp. 824-859</p>	<p align="center">ACS Q4</p> <p align="center">Standards: 11.8.1-8 11.9.1-7 11.10.1-7 11.11.1-7</p> <p align="center">ACS Q4 Schedule Weeks 20-21 (Optional)</p>
1 Week		<p align="center">FINALS</p>			

UNIT I: FOUNDATIONS OF EARLY AMERICA

STANDARD: 11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

GOAL: Students will examine and understand the significance of the sources and evolving traditions of democratic ideals in the context in which this nation was founded.

Curriculum Objective	Essential Concepts and Vocabulary	Textbook & Supplemental Materials Correlation	Graphic Organizers	Primary Source Material
<p>1. The student will demonstrate an understanding of major ideals that influenced the founding of the United States (e.g., democracy as a way of life).</p> <p>2. The colonial experience will be briefly reviewed and will focus on:</p> <ul style="list-style-type: none"> • The shaping of the American character (i.e., self-reliance, independence) as affected by the interaction of the physical environment and contract with native Americans upon the European traditions of the early colonists. • The development of democratic ideals (i.e., political and legal equality). • The decision of the American people to separate themselves from Britain through revolution. <p>3. The efforts of the American people to establish their own unique national identity, a government first under the Articles of Confederation and finally under the Constitution of 1787 will be examined. Focus will be on the fundamental features of the Constitution including: The Great Compromise,</p>	<ul style="list-style-type: none"> • Democratic Ideas • Origins of American Rev. • Natural Rights • Federal & State Government • Sectional Differences • Reconstruction <p>VOCABULARY checks and balances egalitarianism enlightenment federal vs. state authority federalism nullification patriot ratification republic</p>	<p>MCDUGAL Ch. 1 pp. 34-36 Ch. 2 pp. 46-53 66-71 Ch. 4 pp. 156-16 184-190</p> <p>PRENTICE Ch 1 p. 27 Ch 2 pp. 45-65 68-75 Ch 2-3</p>	<ul style="list-style-type: none"> • Comparison Chart • Venn Diagram • Web • Timeline • Classification Chart • K-W-L Chart • Sequence Chart • Circle Graph • Data Disk Graphic • Document Graphic • Perspectives • Bubble Map • Circle Map • Flow Chart 	<p>Electronic Library of Primary Sources CD (McDougal) (Prentice)</p> <p>Jackdaws Artifacts Assorted Pictures, posters, maps, and documents</p>

<p>federalism, checks and balances, separation of powers, and the adoption of the Bill of Rights Slavery issues should be addressed.</p> <p>4. The territorial expansion of the U.S. will focus on the concept Of “manifest destiny” and its Role in acquiring the Louisiana Purchase, Florida, Oregon, the War with Mexico and the Acquisition of the American Southwest.</p> <p>5. The development of American Democracy will be traced from the decline of the Federalists to the rise of the Era of “Jacksonian Democracy”, “Common Man.” Special Attention will be given to the reform movements of the period including suffrage, abolition, and public education as well as immigration (Irish, Germans), Xenophobia, and Anti-Catholicism.</p> <p>6. The growth of an American national consciousness in the early 1800’s will be briefly studied. Emphasis will be placed upon economic development including the beginnings of industry and improvements in transportation.</p> <p>7. The growth of sectional differences—North, South, and a focus on contrasting social traditions and conflicting political and economic interests (tariffs, land policy, banking, states rights and the status of new states). The breakdown of the political process of compromise which produced the Civil War will be examined. (The development of an African American culture within the confines of slavery)</p> <p>8. The student will describe the central issues that faced the United States during the 19th century (sectionalism,Civil</p>				
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<p>War, Reconstruction, Industrialization).</p> <p>9. The study of the Reconstruction era (1865-1877) will focus on the treatment of the defeated South after the Civil War, the effects of Radical Reconstruction policies upon the South and, especially, upon the freedmen, and the recovery of political power and social domination of the South by conservative southern whites by 1877, the rise of "Jim Crow", and the birth of the Ku Klux Klan.</p>				
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UNIT II: RELIGION IN AMERICA (2 weeks)

STANDARD: 11.3 Students analyze the role religion played in the founding of America, it's lasting moral, social, and political impacts, and issues regarding religious liberty.

GOAL: Students will understand the impact religion had on the political, social and moral development of American society.

Curriculum Objective	Essential Concepts and Vocabulary	Textbook & Supplemental Materials Correlation	Graphic Organizers	Primary Source Material
<p>1. Describe the contributions of various religious groups to American civic principles and social reform movements.</p> <p>2. Analyze the great religious revival and the leaders involved in them, including the first Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in the nineteenth century, the impact of the Second Vatican council, and the rise of Christian fundamentalism in current times.</p>	<ul style="list-style-type: none"> Religious Social Reform Movements Religious Revivals Religious Intolerance Separation of Church & State <p>VOCABULARY fundamentalism great awakening manifest destiny separation of church and state social gospel movement</p>	<p>MCDUGAL Ch. 1 pp. 34-36 Ch. 2 pp. 66-71 Ch. 3 pp. 131, 133 pp. 145</p> <p>PRENTICE Ch. 7 p. 266 Ch. 9 p. 307, 147</p>	<ul style="list-style-type: none"> Comparison Chart Venn Diagram Web Timeline Classification Chart Sequence Chart Circle Graph Data Disk Graphic Document Graphic Perspectives Bubble Map Circle Map Flow Chart 	<p>Electronic Library of Primary Sources CD (McDougal) (Prentice)</p> <p>Jackdaws Artifacts Assorted Pictures, posters, maps, and documents</p>

UNIT III: THE RISE OF INDUSTRIAL AMERICA (1865-1900) (3 weeks)

STANDARD: 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.

GOAL: Students will understand the impact of industrialization on the development of America

Curriculum Objective	Essential Concepts and Vocabulary	Textbook & Supplemental Materials Correlation	Graphic Organizers	Primary Source Material
<p>1. The student will describe the central issues that faced the United States during the 19th century (e.g., sectionalism, Civil War, Reconstruction, Industrialization).</p> <p>2. The study of the Reconstruction era (1865-1877) will focus on (1) the treatment of the defeated South after the Civil War, (2) the effects of Radical Reconstruction policies upon the South and, especially, upon the freedmen, and (3) the recovery of political power and social domination of the South by conservative southern whites by 1877, the rise of “Jim Crow”, and the birth of the Ku Klux Klan.</p> <p>3. The opening up and settlement of the West in the years following the Civil War will be studied with emphasis upon the impact of the railroad, the Mexican and Black Cowboys, and the Buffalo Soldiers. The suppression of the Native American tribes in the region and the consequences of the development of large-scale commercial agriculture including the appearance of the first mass organizations of farmers</p>	<ul style="list-style-type: none"> • Living, Working Conditions • Unions, Political Machine • Urbanization • Americanization Movement • Robber Barons • Social Darwinism, Populist • Movements, leaders & accomplishments <p>VOCABULARY conservation demographics industrialism initiative Laissez Faire muckrakers nativism patronage political machines progressivism prohibition referendum segregation social Darwinism suffrage tariff</p>	<p>MCDUGAL Ch. 7 pp. 252-272 Ch. 9 pp. 304-338</p> <p>PRENTICE Ch. 6 pp. 204-228 Ch. 7 pp. 230-252 Ch. 9 pp. 306-328</p>	<ul style="list-style-type: none"> • Comparison Chart • Venn Diagram • Web • Timeline • Classification Chart • Sequence Chart • Circle Graph • Data Disk Graphic • Document Graphic • Perspectives • Bubble Map • Circle Map • Flow Chart 	<p>Electronic Library of Primary Sources CD (McDougal) (Prentice)</p> <p>Jackdaws Artifacts Assorted Pictures, posters, maps, and documents</p>

<p>climaxing with the formation of the Populist party and its assault upon the <u>laissez faire</u> and economic and political philosophy of the Gilded Age will be studied. The role of immigrants in the transcontinental railroad and settling of the "Frontier West" (Chinese, Irish, Mexican, African American).</p> <p>4. The study of the Gilded Age will examine the rise of industrialization and urbanization from 1860-1900 and the political Gospel of Wealth and <u>laissez faire</u> and how labor unrest and growth of unions resulted. The study of urbanization will focus on political corruption, slum conditions, and the social unrest produced by mass immigration. The effects of nativism on minority immigrant groups, South-Eastern Europeans, Asians.</p> <p>5. The underlying philosophy of imperialism will be examined (Social Darwinism, "White Man's Burden," expansion of trade, military and naval power). This examination will focus on the role of "yellow journalism" (Pulitzer, Hearst, jingoism, and the <u>Maine</u>) and the public debate over territorial acquisitions and the protection of American interests in the Caribbean (Monroe Doctrine and the war with Spain)</p> <p>6. The study of the Progressive Era will examine movements for reform at the local, state, and national levels focusing on (1) the role of the "muckrakers" in building public awareness resulting in reform legislation (Pure Food and Drug Act, Meat Inspection Act, etc.), (2) Robert La Follette and reform of state government (direct primary, referendum, Etc.), and (3) urban reform</p>	<p>tenements trusts urban/rural urbanization</p>			
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<p>(city-manager and commission forms of local government), (4) the differing views of Civil Rights (Booker T. Washington, W.E.B. Dubois, NAACP), and (5) women's continuing suffrage struggle.</p> <p>7. Progressive gains in legislation limiting the power and control of business will be studied with emphasis on the Pure Food and Drug Act, Trustbusting, and laws curtailing railroad abuses and efforts to protect workers (child labor laws, etc.). The failure of the Progressive Era to address civil rights issues will be addressed.</p>				
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UNIT IV: THE RISE OF THE U.S. AS A WORLD POWER (3 weeks)

STANDARD: 11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.

GOAL: Students will understand the impact of social and political reform of the progressives and the emergence of the United States as a world power.

Curriculum Objective	Essential Concepts and Vocabulary	Textbook & Supplemental Materials Correlation	Graphic Organizers	Primary Source Material
<p>1. Through the understanding of the terms “American Interests”, “Big Stick Diplomacy,” and the Roosevelt corollary, the examination of the U.S dominance in Latin American will focus on Panama and the building of the canal and U.S. intervention in Nicaragua. The study of the Progressive Era should climax with an examination of American participation in World War I with a focus on the U.S. struggle for neutrality, German submarine warfare and U.S. intervention,</p>	<ul style="list-style-type: none"> • Open Door Policy • Spanish American War • Panama Revolution • Big Stick, • Dollar, Moral Diplomacy • WW I Home front • Peace 	<p>MCDUGAL Ch. 10 pp. 342-365 Ch. 11 pp. 388-405</p> <p>PRENTICE Ch 8 pp. 286-298 Ch.10 pp. 308-334</p>	<ul style="list-style-type: none"> • Comparison Chart • Venn Diagram • Web • Timeline • Classification Chart • Sequence Chart • Circle Graph • Data Disk Graphic • Document Graphic • Perspectives • Bubble Map • Circle Map • Flow Chart 	<p>Electronic Library of Primary Sources CD (McDougal) (Prentice)</p> <p>Jackdaws Artifacts Assorted Pictures, posters, maps, and documents</p>

<p>Wilson's Fourteen Points, economic mobilization and the homefront, the Treaty of Versailles, and American Repudiation of the League of Nations.</p> <p>3. List the purpose and the effects of the Open Door Policy. 2. Describe the Spanish American War and the U.S. expansion in the South Pacific. Discuss America's role in the Panama revolution and the building of the Panama Canal.</p> <p>4. Explain Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy, drawing on relevant speeches.</p> <p>5. Analyze the political, economic, and social ramification of World War I on the home front. 6. Trace the declining role of Great Britain and the expanding role of the United States in world affairs after World War I.</p>	<p>VOCABULARY</p> <p>Annex armistice espionage Foreign Policy imperialism militarism nationalism Open Door Policy propoganda protectorate reparations sedition</p>			
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UNIT V: THE 1920'S (3 weeks)

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

GOAL: Students will examine social, political, cultural, and economic development of the twenties.

Curriculum Objective	Essential Concepts and Vocabulary	Textbook & Supplemental Materials Correlation	Graphic Organizers	Primary Source Material
<p>1. The student will demonstrate an understanding of major political, social, economic, and cultural developments of the 1920s (e.g., stability to change).</p> <p>2. The politics and policies of "normalcy" replaced Wilsonian idealism and internationalism.</p>	<ul style="list-style-type: none"> • Harding, Coolidge & Hoover • Palmer Raids • Back to Africa • KKK • Immigration Act 1924 	<p>MCDUGAL</p> <p>Ch. 12 pp. 410-430</p> <p>Ch. 13 pp. 432-460</p>	<ul style="list-style-type: none"> • Comparison Chart • Venn Diagram • Web • Timeline • Classification Chart • Sequence Chart 	<p>Electronic Library of Primary Sources CD (McDougal) (Prentice)</p>

<p>3. The study of the “New Economic Order” of the Jazz Age will focus on the pro-business (<u>laissez faire</u>) policies of the Harding and Coolidge administrations. Some important characteristics of the economic life of this era were the rapid rise in personal debt because of the wide-spread adoption of the installment plan, popularity of “get-rich-quick” schemes including acquiring stock by “buying on the margin,” and the obsession with efficiency and productivity in industry through the application of the principles of scientific management (Frederick Taylor).</p> <p>4. The study of the cultural ferment and social tensions of the Jazz Age should focus on impact of prohibition; restriction of immigration and the quota system; increasing Prominence of African-Americans in American life (Harlem Renaissance, Marcus Garvey, jazz, etc.) and the Hostility of many whites (revival of the Ku Klux Klan), Changing status of women (19th amendment, flappers, etc.), and efforts to impose intellectual conformity (Red Scare, etc.) Enactment of laws to restrict landownership by Asians and other foreign born and the treatment of Mexican Americans in the Southwest should be addressed.</p> <p>5. The rise of mass popular culture during the Jazz Age will focus on the influence of the radio, movies, the news media (tabloids and “standardized” news), advertising on American culture and the collective consciousness.</p>	<ul style="list-style-type: none"> • ACLU & NAACP • Prohibition • Women’s Suffrage • Harlem Renaissance • Mass Media • New Tech & Effects <p>VOCABULARY anarchist communism flapper installment plan isolationism mass media mass production Red Scare speakeasies urban sprawl Volstead Act</p>	<p>PRENTICE Ch. 11 pp. 340-372</p>	<ul style="list-style-type: none"> • Circle Graph • Data Disk Graphic • Document Graphic • Perspectives • Bubble Map • Circle Map • Flow Chart 	<p>Jackdaws Artifacts Assorted Pictures, posters, maps, and documents</p>
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UNIT VI: THE GREAT DEPRESSION & THE NEW DEAL (3 weeks)

STANDARD: 11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.

GOAL: Students will understand the causes of the Great Depression and the New Deal as the government’s response to economic crisis.

Curriculum Objective	Essential Concepts and Vocabulary	Textbook & Supplemental Materials Correlation	Graphic Organizers	Primary Source Material
<p>1. The student will demonstrate an understanding of the causes and consequences of the Great Depression and how it changed the nature of American federalism.</p> <p>2. The study of the causes of the Great Depression will emphasize both “long term” economic problems of the 1920’s (depression in agriculture, technological unemployment, maldistribution of wealth) and “short-term” causes (stock market crash, personal debt.)</p> <p>3. The examination of the impact of the Depression upon American society will include a study of both economic and non-economic (social, political, and psychological) consequences.</p> <p>4. The administration of Franklin Roosevelt and his New Deal will be studied as an example of government response to economic crisis (“pump priming,” “public works,” “work relief,” government regulation of business economic reform, “contra cyclical spending”).</p> <p>5. The administration’s treatment of African Americans and Native Americans and the lack of a policy for the Mexican Americans.</p>	<ul style="list-style-type: none"> • Historic causes of Great Depression • Short term causes & Hoover’s solutions • Dust Bowl & Ca. Migration • New Deal Problems • Org Labor from Depression to Reform <p>VOCABULARY bonus army business cycle credit deficit spending dust bowl Great Depression Hawley Smooth Tariff Hooverilles New Deal parity social security speculation</p>	<p>MCDUGAL Chapter 14-15 pp. 462 – 520</p> <p>PRENTICE Ch 13 pp. 402-421</p>	<ul style="list-style-type: none"> • Comparison Chart • Venn Diagram • Web • Timeline • Classification Chart • Sequence Chart • Circle Graph • Data Disk Graphic • Document Graphic • Perspectives • Bubble Map • Circle Map • Flow Chart 	<p>Electronic Library of Primary Sources CD (McDougal) (Prentice)</p> <p>Jackdaws Artifacts Assorted Pictures, posters, maps, and documents</p>

UNIT VII: U.S. AND WORLD WAR II

(3 weeks)

STANDARD: 11.7 Students analyze America’s participation in World War II.

GOAL: The students will study the origins of World War II and will examine US. participation in the war and the effects of the war on the American people.

Curriculum Objective	Essential Concepts and Vocabulary	Textbook & Supplemental Materials Correlation	Graphic Organizers	Primary Source Material
<p>1. The student will understand the role of the United States in World War II and the impact of the war on the home front.</p> <p>2. The study of the origins of World War II will focus on the problems in the Treaty of Versailles after World War I, the economic problems in the 20's and 30's, U.S. isolationism, and the rise of fascism in Europe and militarism in Japan.</p> <p>3. The study of U.S. entry into World War II will focus on the movement of the U.S. from isolationism to complete involvement in the war including: the neutrality acts, U.S. rearmament, and increasing aid to the Allies.</p> <p>4. The study of the military aspects of the war will focus on overall strategy, wartime diplomacy, and how the military victory over the Axis powers contributed to the coming origins of the Cold War by leaving the Soviet Union in control of Eastern Europe and removing Japan as anti-Communist bulwark in Asia</p> <p>5. The effect of the war on the American homefront will Include: (a) how economic and Military mobilization ended the Great Depression and ushered In U.S. economic and military World dominance; (b) the Impact of</p>	<ul style="list-style-type: none"> • U.S. Entry • Import Battles • Contrib. of minority soldiers • Foreign Policy • Const. Issues/Holocaust/Homefront/Marshall Plan • Stages of War <p>VOCABULARY allies appeasement Atlantic Charter axis powers blitzkrieg fascism Four Freedom's genocide holocaust internment island hopping kamikaze Manhattan Project Marshall Plan Nazism neutrality Pacific Theatre rationing totalitarian Tuskegee Airmen</p>	<p>MCDUGAL Chapter 16-17 pp. 526 – 598</p> <p>PRENTICE Ch 16 pp. 484 - 507</p>	<ul style="list-style-type: none"> • Comparison Chart • Venn Diagram • Web • Timeline • Classification Chart • Sequence Chart • Circle Graph • Data Disk Graphic • Document Graphic • Perspectives • Bubble Map • Circle Map • Flow Chart 	<p>Electronic Library of Primary Sources CD (McDougal) (Prentice)</p> <p>Jackdaws Artifacts Assorted Pictures, posters, maps, and documents</p>

<p>the war on civil Liberties (Japanese-American Internment), racial and ethnic Tensions (Zootsuit riots, Black- White riots in northern cities) the effect of the war on the popular culture (films, music,literature); (d) how government efforts to control the economy (rationing, wage and price controls, employment, taxation) affected daily life during the war; and (e) the contributions of minorities to the war effort, segregation in the armed services, and efforts to end discrimination in war industries.</p> <p>6. The study of the early Cold War era (1945-53 will focus on: Truman and the development of the containment policy (Truman Doctrine, NATO) and U.S. efforts to rebuild Europe and Japan (Marshall Plan), the “fall” of China and the War in Korea, and beginnings of U.S. involvement in Vietnam.</p> <p>7. Postwar era domestic adjustments will be addressed. The study of civil rights, breaking the color barrier in baseball, territorial movement of African Americans postwareconomic prosperity, and housing boom will be included.</p>				
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UNIT VIII: FOREIGN POLICY

(3 weeks)

STANDARD: 11.9 Students analyze U.S foreign policy since World War II.

GOAL: Students will examine the social, political, cultural, and economic developments of the 1950 and 1960's.

Curriculum Objective	Essential Concepts and Vocabulary	Textbook & Supplemental Materials Correlation	Graphic Organizers	Primary Source Material
<p>1. The student will describe the Cold War relations between the United States and the Communist countries.</p> <p>2. The study of U.S. foreign policy in the 1950's will emphasize:</p> <ul style="list-style-type: none"> • Eisenhower and the Korean War • John Foster Dalles and U.S. policy towards communism-the hydrogen bomb, containment, NATO brinkmanship, CIA, and the United Nation. • Efforts to relax Cold War tension-Khrushchev, peaceful coexistence, and open skies. • U.S. policy in Latin America-Cuba, Guatemala, and CIA. • U.S. policy in the Middle East-Israel, Suez Canal, oil, and Iran. • U.S. policy in Asia-Vietnam, Taiwan, and SEATO. <p>3. The study of the domestic trends of the 1950's will emphasize:</p> <ul style="list-style-type: none"> • McCarthyism, Second Red Scare and The Loyalty Oath. • Civil Rights: Brown vs. Board of Education of Topeka; Little Rock, Arkansas; Martin Luther King; African-American contributions. • Decisions of the Warren Court-civil rights; rights of 	<ul style="list-style-type: none"> • U.N. & other int'l post war organs • W/Military alliances • Foreign & Domestic Crisis in containment policy • Domestic reactions to U.S. Cold War Policies <p>VOCABULARY</p> <p>arms race Berlin Airlift blacklist brinkmanship cold war containment domino theory GATT Gulf of Tonkin Resolution HUAC Iron Curtain Marshall Plan McCarthyism Military Industrial Complex NATO Satellite Nations Truman Doctrine United Nations</p>	<p>MCDUGAL Chapter 18,20 pp. 600 - 630 pp. 670 – 678</p> <p>PRENTICE Ch 16 pp. 484 - 507</p>	<ul style="list-style-type: none"> • Comparison Chart • Venn Diagram • Web • Timeline • Classification Chart • Sequence Chart • Circle Graph • Data Disk Graphic • Document Graphic • Perspectives • Bubble Map • Circle Map • Flow Chart 	<p>Electronic Library of Primary Sources CD (McDougal) (Prentice)</p> <p>Jackdaws Artifacts Assorted Pictures, posters, maps, and documents</p>

<p>the defendant; and liberal tendencies.</p> <ul style="list-style-type: none"> • Homogenized Society-TV; rock music; Interstate Highway Act 1956; the growth of the suburbs; and Baby Boomer. • The economy-inflation; prosperity military industrial complex; AFL-CIO merger, and GI Bill. <p>4. The examination of foreign policy in Latin America will focus on Cuba (Bay of Pigs, Cuban Missile Crisis) and U.S. aid to poverty stricken areas of Latin America and world (Peace Corps, Alliance for Progress).</p> <p>5. The continuing study of American involvement in Vietnam will focus on the Gulf of Tonkin Resolution, escalation, Tet Offensive, domestic opposition, and doubt and uncertainty. Racial tensions over the draft and the minority representation in the military will be included.</p>				
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UNIT IX: SOCIAL TRANSFORMATION (3 weeks)

STANDARD: 11.8 Students analyze the economic boom and social transformation of post-World War II America.

GOAL: Students will examine the social, political, cultural, and economic developments of the 1950's.

Curriculum Objective	Essential Concepts and Vocabulary	Textbook & Supplemental Materials Correlation	Graphic Organizers	Primary Source Material
<p>1. The student will demonstrate an understanding of the significant political, social, and economic changes in the United States in the years from 1945-1970.</p> <p>2. The study of the major domestic issues of the 1970's will focus on (1) Nixon</p>	<ul style="list-style-type: none"> • Growth of non-blue collar jobs • Post War labor issues Truman • Gov't spending on 	<p>MCDUGAL Chapter 19 pp. 632 – 664</p> <p>PRENTICE Ch 17 pp. 510 - 533</p>	<ul style="list-style-type: none"> • Comparison Chart • Venn Diagram • Web • Timeline • Classification Chart • Sequence 	<p>Electronic Library of Primary Sources CD (McDougal) (Prentice)</p>

<p>and the Watergate scandal, (2) the energy crisis and its impact on the nation's economy as well as the daily life of the American people, (3) the continuing women's rights movement (ERA, Roe vs Wade), (4) the changing American family (working mothers, single parent families, social mobility, and demographic changes), and(5) changes in traditional moral and social values (sexual revolution, impact of drugs, and the effects on popular culture), (6) immigration from Southeast Asia following the Vietnam War (Vietnamese, Lao, Cambodian, Hmong), and (7) the American Indian movement and occupation of Alcatraz and Wounded Knee (Russell Means, L. Peltier).</p> <p>3. The study of American foreign during the 1970's will emphasize: (1) ending of U.S. involvement in Vietnam, (2) détente with Russia (Salt I and Salt II) and normalization of U.S. relations with Chiina, (3) U.S. policy in the Middle East (Israel, Arab oil embargo, Camp David Accords, Revolution), (4) U.S. and Latin America (Panama, Nicaragua, Chile) and (5) Carter and human rights.</p>	<p>defense and domestic issues</p> <ul style="list-style-type: none"> • Tech. Revolution • Popular Cult.– 1950's <p>VOCABULARY baby boom conglomerates consumer credit consumerism dixiecrats franchise mass media McCarthyism rock and roll Standard of living Suburbs</p>		<p>Chart</p> <ul style="list-style-type: none"> • Circle Graph • Data Disk Graphic • Document Graphic • Perspectives • Bubble Map • Circle Map • Flow Chart 	<p>Jackdaws Artifacts Assorted Pictures, posters, maps, and documents</p>
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UNIT X: CIVIL RIGHTS

(3 weeks)

STANDARD: 11.10 Students analyze the development of federal civil rights and voting rights.

GOAL: Students will examine the domestic records of the Kennedy and Johnson administrations to understand how the civil rights movement, the anti-war movement, and resulting campus unrest focused federal attention and action on the problems of segregation, disenfranchisement, discrimination, and poverty.

Curriculum Objective	Essential Concepts and Vocabulary	Textbook & Supplemental Materials Correlation	Graphic Organizers	Primary Source Material
<p>1. The student will demonstrate an understanding of the struggle for racial equality and the extension of civil rights and civil liberties to all American groups.</p> <p>2. The study of progress in civil rights will focus on the Native American, Chicano Women’s rights, and Black Power movement of the sixties; and the leaders, ideas, tactics, and effectiveness of each group. Leaders and groups such as Martin Luther King, Jr., Malcolm X., Stokely Carmichael, Black Panthers, Caesar Chavez, UFW, La Raza, Brown Berets, Jose Angel Gutierrez, Rudolfo “Corky” Gonzalez, Dolores Huerta, and controversy over migrant farm labor should be addressed.</p> <p>3. The study of the Kennedy administration will contrast the fresh sense of purpose and new style of President Kennedy with his inability to deliver significant legislative gains in civil rights and domestic reform (March on Washington).</p> <p>4. The examination of the Johnson administration will Focus on the major legislation Passed to implement the Great</p>	<ul style="list-style-type: none"> • The Origins of the Movement • Martin Luther King and the Civil Rights Act of 1964 • Malcolm X and Black Consciousness • The Women’s Movement • Civil Rights gains in WW I • Imp. Civil Rights cases • Important people of Civil Rights movements • Religion & strategies & other minority women’s rights <p>VOCABULARY affirmative action AIM boycott Brown vs. Board of Education civil disobedience civil rights Civil Rights Act de facto/de jure segregation</p>	<p>MCDUGAL Chapter 21 pp. 698 – 726</p> <p>PRENTICE Ch 19 pp. 562-585</p>	<ul style="list-style-type: none"> • Comparison Chart • Venn Diagram • Web • Timeline • Classification Chart • Sequence Chart • Circle Graph • Data Disk Graphic • Document Graphic • Perspectives • Bubble Map • Circle Map • Flow Chart 	<p>Electronic Library of Primary Sources CD (McDougal) (Prentice)</p> <p>Jackdaws Artifacts Assorted Pictures, posters, maps, and documents</p>

<p>Society and War on Poverty Programs (1964 Civil Rights, liberalized immigration laws, establishment of Department of Transportation and HUD, tougher antipollution, consumer protection, and highway beautification laws).</p> <p>5. The study of the Supreme Court will emphasize the important Supreme Court decisions of the sixties and why conservatives condemned the Warren court and the liberals applauded it.</p> <p>6. The study of the popular culture of the sixties will emphasize the polarization of American society and the rise of the "counter culture". The increased representation of minorities in mass media (TV, sports, films) and the growing minority presence in government (Thurgood Marshall, Wilson Riles, Barbara Jordon, Daniel Inouye, Henry Gonzales, and Henry Roybal) should be addressed.</p> <p>7. The study of American Political life during the 1960's will focus on political violence (assassinations, riots, demonstrations), racial unrest (Watts, Detroit), and growing public frustration and distrust of political leaders and institutions.</p> <p>8. A study of the 1960's should include an examination of the major achievements in the science, medicine, and technology (i.e., space exploration, computers, the microchip).</p>	<p>Freedom Riders Great Society integration NOW Plessy vs. Ferguson SCLC segregation SNCC UFW Voting Rights Act</p>			
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UNIT XI: CONTEMPORARY AMERICAN SOCIETY (3 weeks)

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

GOAL: Students will examine how the 1980's and the enormous popularity of Ronald Reagan represented a reaction to the dramatic alterations in American life during the 1960's and 1970's characterized by an increase in national pride and a nostalgia for "the good old days". In the concluding unit students will examine the issues and events of the 1990's and their impact on the future.

Curriculum Objective	Essential Concepts and Vocabulary	Textbook & Supplemental Materials Correlation	Graphic Organizers	Primary Source Material
<p>1. The student will demonstrate an understanding of the significant political, social, and economic changes in the United States in the years from 1970 to 1989.</p> <p>2. The study of domestic affairs under the Reagan administration should focus on the issue of "Reaganomics" and the related problems of rapid growth of the national debt, "deregulation" of business, and the resulting change in the distribution of income and the nation's social fabric. Secondly, the decline of social programs (New Federalism) and the erosion of federal support for civil rights should be examined.</p> <p>3. The study of American Society in the 1980's should include an examination of the impact of (1) AIDS epidemic, (2) changing demographics of the American people (aging population, continued Latin American and Southeast</p>	<ul style="list-style-type: none"> • Reaganomics • Recession, Recovery, and Fiscal Crisis • The Iron-Contra Scandal • Silicon Valley • Drugs, AIDS, Homelessness • The Collapse of Communism • The Persian Gulf War • Domestic Issues: • Immigration & Economy • Environment /Role of Women • Watergate, Poverty, Health, Social • Reform • Social problems 21st century 	<p>MCDUGAL Chapter 23-26 pp. 766 – 890</p> <p>PRENTICE Ch 20 & 21 pp. 588-634</p>	<ul style="list-style-type: none"> • Comparison Chart • Venn Diagram • Web • Timeline • Classification Chart • Sequence Chart • Circle Graph • Data Disk Graphic • Document Graphic • Perspectives • Bubble Map • Circle Map • Flow Chart 	<p>Electronic Library of Primary Sources CD (McDougal) (Prentice)</p> <p>Jackdaws Artifacts Assorted Pictures, posters, maps, and documents</p>

<p>Asian immigration), (3) deterioration of public education along with state and local social agencies, (4) rapid growth in source of information, (5) impact of the computer, (6) extent of continued minority presence in national, state, and local politics (Andrew Young, Henry Cisneros, Jesse Jackson, Coleman Young Willie Brown, Catalina vs. Villagrande, Colin Powell, Antonia Novella, Caesar Chavez), (7) growing concern over the environment, the homeless, victims of crime, drugs, and alcohol abuse, and health care, and (8) economic concern under Bush.</p> <p>4. The study of U.S. foreign policy under the Reagan administration should focus on: (1) Reagan's defense policy ("Peace through Strength," "Star Wars,"), (2) changing policy toward the Soviet Union and ending the Cold War (3) support for anti-communist regimes in Latin America (Nicaragua, El Salvador), Africa, and (4) failure of U.S. policy in the Middle East (Lebanon, Iran).</p> <p>5. The study of U.S. Foreign policy under the Bush administration:</p> <ul style="list-style-type: none"> • Panama Intervention and • Desert Shield/Storm. <p>6. The student will examine the recent past in relation to major historical trends and turning points of the 20th century. The student will place the recent past in historical perspective.</p> <p>7. The domestic affairs under the Clinton administration should focus on (1) the impeachment ordeal, (2) civil rights concerns (continued protection and impact of technology), (3) economic recovery and boom (greater stratification of America), (4)</p>	<p>VOCABULARY</p> <p>counterculture détente domino theory draft EPA feminism Great Society Immigration Act of 1965 sunbelt Vietcong Vietnamization Watergate</p>			
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<p>health care (5) elderly care, (6) changing structure and function of the American "family" (child care, housing, changing roles of parents), and (7) the changing demographic makeup of the United States (immigration, cultural diversity, representation of minorities in public life).</p> <p>8. Foreign policy under the Clinton administration should include (1) the Middle East Persian Gulf, Israel), (2) changing world (Soviet Union and Yugoslavia collapse, fall of apartheid, India), (3) Latin America (Mexico, Cuba).</p> <p>9. Twenty-first Century American concerns: (1) Consideration of the most equitable and effective means of protecting the planet and the physical environment. (2) Determining the proper world role of the Americas.</p>				
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MATERIALS

Basic Text: The Americans: Reconstruction to the 21st Century. Danzer; 2006; Teacher resource materials provided by McDougal Littell.

America: Pathways to the Present. Cayton; 2005, Teacher resource materials provided by Prentice Hall.

History-Social Science Web Site: <http://www.fresno.k12.ca.us/divdept/sscience/socscied.htm>

- Specific Grade Level Resources
- H-SS Reading Strategies & Support
- Primary Sources
- Best Practice Lessons
- Calendar of Events
- Web Link Resources
- Graphic Organizers
- CST Review
- Academic Vocabulary
- Benchmark Assessments

Teachers’ Curriculum Institute - History Alive! United States History Program
Technology- Resources that may include Internet Access and Computer Software Audio-Visual Support Material that may include slides, videos and transparencies

Supplemental non-fiction and historical literature:

- Primary Sources
- Realia
- Maps and Atlases
- Timelines
- Music and Songs
- Guest Speakers
- Newspapers and Magazines
- Current Event

METHODS OF INSTRUCTION

A variety of instructional strategies are used to accommodate students and their learning styles. Lesson plans reinforce academic literacy and social studies skills while learning historical content.

Lesson Design and Delivery: Teachers will incorporate these components of lesson design during direct instruction and inquiry activities. The order of components is flexible, depending on the teacher’s vision for the individual lesson. For instance, the objective and purpose, while present in the teacher’s lesson plan, are not made known to the students at the beginning of an inquiry lesson.

Essential Elements of Effective Instruction and a Model for Lesson Design Using Task Analysis	<ul style="list-style-type: none"> • Anticipatory Set • Objective • Standard Reference • Purpose • Input 	<ul style="list-style-type: none"> • Modeling • Check For Understanding • Guided Practice • Closure • Independent Practice
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Some components may occur once in a lesson, but others will recur many times. Checking For Understanding occurs continually; Input, Modeling, Guided Practice and Closure may occur several times. There may even be more than one Anticipatory Set when more than one content piece is introduced.

Active Participation Strategies for insuring consistent, simultaneous involvement of the minds of all students

Covert Strategies	Overt Strategies		
<ul style="list-style-type: none"> • Recall 	<ul style="list-style-type: none"> • Restate in Journal/Notes 	<ul style="list-style-type: none"> • Stand Up/Sit Down 	<ul style="list-style-type: none"> • Idea Wave
<ul style="list-style-type: none"> • Imagine • Observe 	<ul style="list-style-type: none"> • Hand Signals Model with Manipulatives 	<ul style="list-style-type: none"> • Response Boards • Graphic Organizers 	<ul style="list-style-type: none"> • Pair-Share • Folded Paper
<ul style="list-style-type: none"> • Consider 	<ul style="list-style-type: none"> • Cooperative Groups • Choral Response 	<ul style="list-style-type: none"> • Give One/Get One • Point to Examples 	<ul style="list-style-type: none"> • Foggiest Point • Brainstorm

Significant, Proven Strategies for ALL History/Social Science Students

- Inquiry Activities
- Current Events
- Written/Oral Presentations
- Peer Teaching
- Short/Long-term projects
- Guest Speakers
- Essential Questions
- Summarization

Reading Strategies in History/Social Science

- Learning Logs
- Pre-teaching Knowledge
- Vocabulary
- Pre-reading
- Text Structures
- Trail Markers
- Reciprocal Teaching
- Functional Text

SDAIE Strategies for English Learners

- Tapping/Building
- Prior Knowledge (Graphic Cognates Organizers, Schema)
- Multiple Intelligences
- Adapt the Text
- Interactive Learning (Manipulatives, Visuals)
- Language Sensitivity
- Lower the Affective Filter (including Processing Time)
- Home/School Connection (including Cultural Aspects)

Primary Language Support

- Preview/review Grouping
- Parallel Texts
- Cognates

Differentiation for Advanced Learners

- Curriculum Compacting
- Tiered Assignments
- Flexible Grouping
- Acceleration
- Depth and Complexity
- Independent Study

Classroom Instruction That Works (Marzano & Pickering)

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic representation
- Cooperative learning
- Setting objectives and providing feedback
- Generating and testing hypotheses
- Questions, cues, and advance organizers

VOCABULARY

Eight Characteristics of Effective Direct Vocabulary Instruction

1. Effective vocabulary instruction does *not rely on definitions*.
2. Students must *represent* their knowledge of words in *linguistic and nonlinguistic ways*.
3. Effective vocabulary instruction involves the gradual shaping of word meanings through *multiple exposures*.
4. *Teaching word parts* enhances student's understanding of terms.
5. Different types of words require *different types of instruction*.
6. Students should *discuss the terms* they are learning.
7. Students should *play with words*.
8. Instruction should *focus on terms* that have a *high probability of enhancing*
9. *academic success*.

A Six-Step Process for Effective Vocabulary Instruction

- Step 1: The teacher provides a description, explanation, or example of the new term.
- Step 2: Students restate the explanation of the new term in their own words.
- Step 3: Students create a nonlinguistic representation of the term.
- Step 4: Periodically, students do activities that help them add to their knowledge of vocabulary terms.
- Step 5: Periodically, students are asked to discuss the terms with one another.
- Step 6: Periodically, students are involved in games that allow them to play with the terms.

ASSESSMENT

Student achievement is measured using multiple and on-going assessment tools that are aligned with the content standards and curriculum objectives. At all times students should have an understanding of what is considered to be a proficient level of performance in history

Required Assessments:

- Quarterly Benchmark Assessments

Additional Assessments:

- Tests and quizzes
- Writing products including journals and essays
- Visual products
- Visual products
- Oral presentations of projects, plays, reader’s theater, and interviews
- Individual and/or group culminating projects
- Use of technology such as PowerPoint, slide shows, videos, and audiotapes
- Teacher observations
- Class participation

Form of Assessments			
	Diagnostic	Monitor	Evaluate
State Assessment			Content Standards Test (CST)
District Developed Assessments			Quarterly Benchmark Assessments
McDougal Littell and other sources	<ul style="list-style-type: none"> • Interpreting timeline, graphs, charts, and diagrams • Analyze primary and secondary sources for point of view, audience and purpose. • Interpret political cartoons. 	<ul style="list-style-type: none"> • Chapter and Unit Tests • Test Bank CD-ROM 	

Suggested Grading Policy: A common weighted grading policy ensures consistency between schools and classrooms across the district.

Homework 10%
 Classwork, Notebook 30%
 Tests and Quizzes 35%
 Research Projects 15%
 Cumulative Exam 5%
 Class Participation 5%

Suggested Grading Scale:

The assignment of letter grades will be based on the following grading scale:

A = 90 - 100%
 B = 80 - 89%
 C = 70 - 79%
 D = 60 - 69%
 F = 0 - 59%

GRADING SCALE			
	Grade	Percentage	Four Point Rubric Score*
Advanced Proficient	A	90 – 100%	Advanced Proficient 4
Proficient	B	80 – 89%	Proficient 3
	C	70 – 79%	
Partially Proficient	D	60 – 69%	Partially Proficient 2
Non or Limited Proficient	F	Below 60%	Non or Limited Proficient 1

*Teachers are encouraged to use plus and minus scores when using the four-point rubric