

High School Course Description for **SDC United States History**

Course Title: SDC United States History**Curricular Area:** Social Studies/Special Education**Course Number:** SDC503/504**Length:** One year**Grade Level:** 11-12**Prerequisites:** IEP Placement**Meets a UC a-g Requirement:** No**Meets NCAA Requirement:** No**Meets High School Graduation Requirement for:** U.S. History/Social Studies**Course Description**

This course provides students in grade eleven with the historical context for 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. 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 principals 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.

Alignment

This course is aligned to the 1998 California Content Standards for *Grade Eleven: United States History and Geography: Continuity and Change in the Twentieth Century*

Instructional MaterialsRequired Textbook(s)

1. United States History (2005)
Pearson AGS Globe
ISBN# 097854-3860-2

2. Student Workbook
United States History(2005)
Person AGS Globe
ISBN#

Exit Criteria

Weighting of the Semester Grade. Based on the Board approved course of study, the student's semester grade in U.S. History must be figured as follows:

Assessments	20%
Performance Participation and Citizenship	20%
Project	20%
Homework	20%
<u>Final Examination</u>	<u>20%</u>
TOTAL:	100%

Development Team

This Course of Study was updated in April 2009 by Beti Kyeyune-Nyombi, Janice Morrison, & Michael Parshall.

Colton Joint Unified School District Course of Study
Pacing Guide for SDC United States History

SEMESTER ONE

First Quarter		
Week	Unit/Chapter(s)	Standards
1	Course Introductions and Expectations	N/A
2	Chapter 2-3: Exploration and the Colonial Era	11.1.2
3	Chapter 5-6: Revolution	11.1.2
4-5	Chapter 7-8: Early Republic & Growth of a Nation	11.1.2, 11.1.3
6-8	Chapter 14-16: Union in Peril, New Industrial Age	11.1.3, 11.4
9	Quarter Review and Quiz	N/A

Second Quarter		
Week	Unit/Chapter(s)	Standards
10	Chapter 18: Americans Move West	11.2.8
11	Chapter 20: Immigrants and Urbanization	11.2.4
12	Chapter 20-21: Life at the Turn of the Century	11.2.2
13	Chapter 21: The Progressive Era	11.2.1, 11.2.9
14-16	Chapter 23: America Claims an Empire WW I	11.4.1, 11.4.2, 11.4.3, 11.4.4, 11.4.5
17	Quarter Review	N/A
18	Semester Finals	N/A

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SEMESTER TWO

Third Quarter		
Week	Unit/Chapter(s)	Standards
19	Chapter 24: Politics of the Roaring Twenties	11.5.1, 11.5.2
20	Chapter 24: The Roaring Life of the 1920s	11.5.6, 11.5.7
21	Chapter 25: The Great Depression	11.6.2, 11.6.3
22	Chapter 25: The New Deal	11.6.4, 11.6.5
23-26	Chapters 26-27: WWII Cold War/Post War Boom	11.7.1, 11.7.2, 11.7.7, 11.7.8
27	Quarter Review and Quiz	

Fourth Quarter		
Week	Unit/Chapter(s)	Standards
28-29	Chapter 28: The Great Society and New Frontier/Civil Rights Vietnam War Era of Social Change	11.9.3, 11.9.4, 11.10.1—10.7 11.11.2, 11.11.3
30	Review for CST	N/A
31	CST	N/A
32	Chapter 29: The Age of Limits	11.8.5, 11.9.3—9.6, 11.11.2—11.6
33	Chapter 30: The Conservative Tide	11.9.5—9.7, 11.11.6, 11.11.7
34	Chapter 31: U.S. In Today's World (1990s)	11.9.7, 11.11.6, 11.11.7
35	Chapter 32: U.S. In Today's World (2000s)	11.9.5—9.7, 11.11.6, 11.11.7
36	Semester Review & Finals	N/A

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Learning Experiences and Instruction:

Teachers utilize the Direct Interactive Instruction model to introduce new skills and concepts that are essential to the CAHSEE standards, then reinforce and develop those skills each quarter with the goal of bringing students to mastery by the end of the fourth quarter. All instruction will be based on the “I do, We do, You do” scaffolding model with an emphasis on individual differentiation as needed. Teachers will use a variety of the following:

- Inquiry-based learning
- Engaged reading opportunities
- Think-pair-share
- Reciprocal teaching
- Cloze reading & writing
- Guided reading & writing
- Cognitive modeling
- Questioning strategies
- Graphic organizers/concept attainment
- Student-led groups/ peer pairing
- Metacognitive learning: self-regulation, goal-setting, self-monitoring, and self-questioning

Support for English Language Learners:

SDAIE strategies
Flexible grouping
Peer pairing
Realia
Texts/materials in first language
Instructional Aide

Support for Special Education Students:

As this is an SDC class, it is designed to meet the needs of the class and of individuals. All students' IEP goals and accommodations will be addressed using a combination of the following:

- Instructional Aide
- Audio & visual aids
- Modified texts
- Flexible grouping
- Testing accommodations
- Tutoring (peer & teacher)
- Computer-Guided instruction

Stretching the Lesson for GATE Students:

Independent study supplemented with mentoring/tutoring
Depth & Complexity icons
Enriched materials and learning experiences

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