

Course Outline

REVISED: December/2011



Course Description:

This course focuses on major turning points in American history in the twentieth century. It begins with a foundational review of U.S. history: the nation's beginnings, the Civil War and Reconstruction, westward expansion, the Second Industrial Revolution, the Progressive Era and entry into World War I. The course then takes a structured chronological and thematic approach to an in-depth study of the United States in the first half of the twentieth century. Topics covered include minority rights and majority power, the movement towards equal rights for women and minorities, the emergence of a modern corporate economy, the Great Depression and the New Deal, and events leading to U.S. involvement in World War II. The competencies in this course are aligned with the History-Social Science Content Standards for California Public Schools. This course has been approved to satisfy the "a" (history-social science) subject area of the UC/CSU "a-g" requirements for freshman admission. The NCAA has approved this course for use in establishing the initial-eligibility certification status of student-athletes from schools in the Division.

Program:

Adult Literacy/High School Diploma

Course of Study:

High School Diploma

Course:

1:2004 Social Studies/Social Science

37-01-70

U.S. History/1

Credits: 5

Hours: 60

Prerequisites:

1. A minimum reading level of 10.0 as measured by the TABE D9/10 reading comprehension test
2. Recommendation of an instructor and/or a counselor

After a student has completed this course he/she may not be allowed to re-enroll in the course.

THE DEVELOPMENT of a COMPETENCY-BASED COURSE OUTLINE

Every approved CBE course outline is written by Los Angeles Unified School teachers who teach the course. All teacher/writers have been in-serviced and certified by the Adult Curriculum Office to learn about competency-based education and the outline format.

New courses and course revisions are initiated by school and/or central office subject area departments. The schools and the subject area departments share the responsibility for approving the subject content, hours, credits, etc. Teacher/writers submit their first draft to the appropriate central office subject area supervisor, specialist, consultant or adviser.

Course outline draft copies are next submitted to the curriculum office. There information required by the District and the State is verified. The outlines are edited and entered into the course outline computer data base. One formatted copy of an outline, with every page stamped "Draft Copy Only", is either approved by the curriculum office or returned for clarification or improvement.

Once signed off by the curriculum office an outline is routed back to the department that submitted it. When approved there, it is routed to the office of the Director of Instructional Services and finally to the Division's Assistant Superintendent for approval. The curriculum office then requests the required approvals by the LAUSD Board of Education.

The curriculum office sends master file copies of every approved CBE outline to principals of all Community Adult Schools and Employment Preparation Centers. These masters are used to reproduce copies for counselors and teachers. Students, community members, and other interested parties may also request copies. The curriculum office maintains a limited inventory of all outlines for additional distribution.

Changing needs are reflected in the constant development and revision of course outlines. It is an ongoing process designed to support the various demands of students, teachers, and the communities we serve.

TOM CALDERON
Adult Curriculum Office
Instructional and Counseling Services

CBE
COMPETENCY-BASED EDUCATION

Course Outline Competency-Based Component Definitions

Course descriptions state the major emphasis and content of the course.

Competency areas are units of instruction based on related competencies.

Competency statements are competency area goals that together define the framework and purpose of the course.

Competencies fall on a continuum between goals and performance objectives and denote outcome of instruction.

Competency-Based Philosophy Overview

Competency-based instruction tells a student before instruction what skills, or knowledge he/she will demonstrate after instruction.

A competency is stated as a minimum. This is the least a student has to demonstrate or know to be judged as competent. Stating competencies as minimums does not mean minimum instruction. Activities and opportunities should be provided for students to achieve maximum potential.

Competency-based education provides instruction that enables each student to attain individual goals as measured against pre-stated standards.

CBE instruction provides immediate and continual repetition and remediation. A student repeats tasks until achieving competence.

In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies.

Curriculum, instruction and assessment in CBE are: explicit, known, agreed upon, integrated, performance-oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

Course Outline Components Location

GOALS AND PURPOSES Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES pp. 11-16

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells students before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition. In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction, and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

INSTRUCTIONAL STRATEGIES p. 18

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, Programs for Adults with Disabilities.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS (continued)

Course Outline Components	Location
UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT	Cover
The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.	pp. 11-16
Units of study, with approximate hours allotted for each unit, are listed in the COMPETENCY AREA STATEMENTS of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.	
EVALUATION PROCEDURES	
The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.	p. 18
Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.	
REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT	Cover
After a student has completed all the objectives of the course, he or she should not be allowed to re-enroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.	

ACKNOWLEDGMENTS

Appreciation is expressed to MARK KAVANAGH for writing this course outline.

TOM CALDERON
Teacher Adviser
Adult Secondary Education

APPROVED:

ED MORRIS
Executive Director
Division of Adult and Career Education

***This course reflects: California's Common Core Content Standards for Literacy in History/Social Studies
A complete list of the standards may be accessed at: www.cde.ca.gov/ci/cc/
Reading Standards of Literacy in History/Social Studies***

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to understanding of the text as a whole.
2. Determine the central ideas or information of a primary or a secondary source; provide an accurate summary that makes clear the relationship among the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in diverse formats and media.
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting the discrepancies among sources.

Writing Standards for Literacy in History/Social Studies

1. Write arguments focused on discipline-specific content.
 - Introduce precise, knowledgeable claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences the claims, counterclaims, reasons and evidence.
 - Develop claims and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which you are writing.
 - Provide a concluding statement or section that follows from or supports the argument presented.
2. Write informative/ explanatory texts, including the narration of historical events.
 - Introduce a topic and organize complex ideas, concepts and information so that each element builds on that which precedes it to create a unified whole.
 - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

***This course reflects: California's Common Core Content Standards for Literacy in History/Social Studies
(continued)***

- Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationship among complex ideas and concepts.
- Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- Provide a concluding statement or section that follows from and supports the information or explanation provided.

CALIFORNIA CONTENT STANDARDS for United States History

The following California Content Standards for U.S. History–Social Science are reflected in this course:

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.

1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.
2. Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.
3. Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.
4. Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.

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.

1. Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's *The Jungle*.
2. Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.
3. Trace the effect of the Americanization movement.
4. Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.
5. Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.
6. Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.
7. Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., using biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody).
8. Examine the effect of political programs and activities of Populists.
9. Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson).

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.

1. List the purpose and the effects of the Open Door policy.
2. Describe the Spanish-American War and U.S. expansion in the South Pacific.
3. Discuss America's role in the Panama Revolution and the building of the Panama Canal.
4. Explain Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy, drawing on relevant speeches.
5. Analyze the political, economic, and social ramifications 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 II.

CALIFORNIA CONTENT STANDARDS for United States History (continued)

The following California Content Standards for U.S. History–Social Science are reflected in this course:

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

1. List the purpose and the effects of the Open Door policy.
2. Describe the Spanish-American War and U.S. expansion in the South Pacific.
3. Discuss America’s role in the Panama Revolution and the building of the Panama Canal.
4. Explain Theodore Roosevelt’s Big Stick diplomacy, William Taft’s Dollar Diplomacy, and Woodrow Wilson’s Moral Diplomacy, drawing on relevant speeches.
5. Analyze the political, economic, and social ramifications 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 II.

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

1. Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.
2. Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey’s “back-to-Africa” movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.
3. Examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition).
4. Analyze the passage of the Nineteenth Amendment and the changing role of women in society.
5. Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).
6. Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.
7. Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.

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

1. Describe the monetary issues of the late nineteenth and early twentieth centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s.
2. Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis.
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 the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.
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 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).
5. Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.

CALIFORNIA CONTENT STANDARDS for United States History (continued)

The following California Content Standards for U.S. History–Social Science are reflected in this course:

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

1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.
2. Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.
3. Analyze Roosevelt’s foreign policy during World War II (e.g., Four Freedoms speech).
4. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., *Fred Korematsu v. United States of America*) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler’s atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the U.S. History/1 Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES
<p>A. INTRODUCTION</p> <p>Understand how personal skill development- including positive attitude, honesty, self-confidence, time management, and other positive traits- contributes to academic success.</p> <p>(1 hour)</p>	<ol style="list-style-type: none"> 1. Demonstrate an understanding of classroom policies and procedures. 2. Discuss competency areas and minimal competencies for the course. 3. Discuss assignment grading and scoring policy. 4. Discuss importance of the following personal skills in the classroom/lab environment: <ol style="list-style-type: none"> a. positive attitude b. self-confidence c. honesty/perseverance d. self-management/work ethic e. pride in product/work f. dependability 5. Prioritize tasks and meet deadlines. 6. Describe the importance of initiative and leadership.
<p>B. AMERICAN BEGINNINGS AND NATIONAL DEVELOPMENT</p> <p>Analyze the significant events in the founding of the nation and attempts to realize democratic ideals in the Declaration of Independence.</p> <p>Analyze the growth of federal institutions, with emphasis on federal versus state authority.</p>	<ol style="list-style-type: none"> 1. Describe the influence of Enlightenment philosophy on the ideological origins of the American Revolution. 2. Identify significant social and cultural accomplishments of Native American cultures prior to European settlement. 3. Describe how trade and exploration affected societies in Africa, Asia, and Europe. 4. Explain how the Spanish and English colonies in the Americas were settled. 5. Analyze the effects of European settlement on Native American cultures. 6. Summarize the reasons an independence movement materialized in the British American colonies. 7. Summarize the major events that resulted in American independence from Great Britain. 8. Analyze the U.S. Constitution as a basis for forming a new government. 9. Identify domestic and foreign challenges that faced the new nation. 10. Identify reasons for the War of 1812. 11. Describe major changes in foreign and domestic policy in the early 1800s. 12. Analyze how industrialization and immigration affected northern society. 13. Explain how the slave system affected the organization of southern society.

<p>(4 hours)</p>	<ol style="list-style-type: none"> 14. Identify social issues addressed by reformers of the early to mid-1800s. 15. Analyze causes of the Texas revolution and the Mexican War. 16. Explain why Americans began to settle in the West. 17. Discuss how politicians dealt with the issue of the expansion of slavery. 18. List events that led to the secession of southern states.
<p>C. THE CIVIL WAR</p> <p>Examine the effects of the Civil War on national and regional development.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 1. Identify attempts to compromise with southern secessionists. 2. Analyze the advantages each side possessed at the beginning of the war. 3. Summarize the consequences of the First Battle of Bull Run. 4. Contrast the military strategies of the North and South. 5. Identify the contributions of civilians to the war effort. 6. Discuss why some on both sides opposed the war. 7. Explain how Union forces gained control of the Mississippi River. 8. Analyze how the Union victory at Antietam changed the North's war aims. 9. Assess the contributions of African American soldiers to the Union war effort. 10. Assess the significance of the battles of Fredericksburg and Chancellorsville. 11. Assess the results of the battle of Gettysburg. 12. Assess the significance of the Union victory at Vicksburg. 13. Describe General Grant's strategy in the summer of 1864. 14. Describe General Sherman's strategy. 15. List the terms of surrender at Appomattox.
<p>D. RECONSTRUCTION</p> <p>Examine the effects of Reconstruction on national and regional development.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Compare and contrast President Lincoln's plans for southern Reconstruction with the plans of Congress. 2. Explain how President Johnson's programs benefited former Confederates. 3. Evaluate the effect of the Black Codes on affected freed people. 4. Identify issues that divided Republicans during the early Reconstruction era. 5. Explain the impeachment of President Johnson and subsequent Senate acquittal. 6. Analyze the role of African Americans in the election of 1868. 7. Analyze the deficiencies of the sharecropping system. 8. Assess the impact of Jim Crow laws and Plessy v. Ferguson on southern African Americans.

<p>E. WESTWARD EXPANSION</p> <p>Analyze the geographic expansion of the United States.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Analyze the reasons for the government’s creation of the Indian reservation system. 2. Assess attempts by the government to assimilate Native Americans. 3. Analyze government promotion of western economic development. 4. Analyze the influence of the environment on western farming practices and social development. 5. Compare and contrast necessary conditions of cattle and sheep ranching.
<p>F. THE SECOND INDUSTRIAL REVOLUTION</p> <p>Analyze the impact of the Second Industrial Revolution on economic and social development.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 1. Evaluate the influence of the steel and oil industries on industrial development. 2. Evaluate the influence of innovations in communications technology on business and family life. 3. Analyze the respective positions of business leaders and social critics on the proper role of government in regulating business practices. 4. List changes in business strategies during the Second Industrial Revolution. 5. Explain why some Americans wanted business trusts banned, and how the government responded. 6. Describe the impact on workers of rapid industrialization. 7. Describe the rise of labor unions and the reaction of business.
<p>G. THE PROGRESSIVE ERA</p> <p>Analyze the impact of immigration, industrialization, and urbanization on the development of political and social structures.</p>	<ol style="list-style-type: none"> 1. Describe changes in immigration patterns in the late nineteenth century. 2. Analyze patterns of the 19th century immigrant population settlement. 3. Assess challenges faced by immigrants. 4. Explain reasons for resistance to increased immigration. 5. Analyze changes in social development occasioned by the development of new economic and social classes in the urban landscape. 6. Identify the reaction of social reformers to the development of urban class structures. 7. Describe the development of urban political machines and their attendant corruption. 8. Interpret contemporary political cartoons. 9. Explain the need for political reform and its impact on the Republican Party. 10. Analyze factors that contributed to economic hardship for farmers. 11. Interpret circle graphs, and compare data of different graphs. 12. Examine the effects of political issues supported by the Populist Party.

<p>(5 hours)</p>	<ol style="list-style-type: none"> 13. Compare and contrast Social Darwinism and the Social Gospel ideologies. 14. Analyze the great religious revivals, such as the Great Awakening. 15. Identify issues of concern to progressives. 16. Interpret special purpose maps. 17. Summarize the development of labor laws engendered by the progressive movement. 18. Describe efforts of reformers to improve conditions of urban life. 19. Summarize the efforts of government to regulate trusts, cartels, and the food and drug industries. 20. Explain how President Wilson attempted to help farmers and laborers. 21. Discuss the development of the women's suffrage movement.
<p>H. AMERICA AND THE WORLD</p> <p>Trace the rise of the United States to its role as a world power in the twentieth century.</p> <p>(10 hours)</p>	<ol style="list-style-type: none"> 1. Identify the major factors that drove imperialism. 2. Identify the major causes of the Spanish-American War. 3. Identify territorial acquisitions as a result of the Spanish-American War. 4. List the purpose and effects of the Open Door policy. 5. Interpret line graphs. 6. Discuss America's role in the Panama Revolution and the building of the Panama Canal. 7. Summarize U.S. policy toward Latin America in the late 1800s and early 1900s. 8. Explain the role of the United States in the Mexican Revolution. 9. Identify the major causes of unrest in Europe that resulted in World War I. 10. Explain why the war settled into a stalemate. 11. Identify events that resulted in American entry into WW I. 12. Analyze the political, economic, and social ramifications of WW I on the home front. 13. Analyze reasons for the movement of African Americans from the rural South into northern cities. 14. List the final events of WW I. 15. Summarize the goals of Wilson's Fourteen Points. 16. Explain why the U.S. Senate rejected the Treaty of Versailles. 17. Analyze the global impact of WW I and its aftermath.

<p>I. POST-WAR TURBULENCE</p> <p>Analyze the major political, social, economic, technological, and cultural developments of the 1920s.</p> <p>(8 hours)</p>	<ol style="list-style-type: none"> 1. Discuss some of the economic outcomes of demobilization. 2. Analyze the main causes of the strikes of 1919. 3. Explain what caused the public hysteria of the Red Scare. 4. Recount why the Sacco and Vanzetti trial aroused public interest. 5. Identify bias in contemporary news accounts. 6. Evaluate the effects of the Harding Administration’s pro-business policies. 7. Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties. 8. Explain why many Americans supported the Ku Klux Klan and what factors led to a decline in support. 9. Identify the actions of African Americans to combat discrimination and violence. 10. Discuss why many Americans demanded restrictions on immigration. 11. Discuss the passage of the Eighteenth Amendment and Prohibition. 12. Analyze the impact Prohibition had on crime. 13. Analyze the changing role of women as exemplified in the passage of the Nineteenth Amendment. 14. Distinguish between primary and secondary source material. 15. Analyze the impact of mass production techniques, the growth of cities, the impact of new technologies, and the resulting prosperity on consumers and business. 16. Explain how widespread use of the automobile changed the daily life of Americans. 17. Explain how new forms of mass entertainment helped create a mass culture. 18. Examine what the Scopes trial and the religious movements of the 1920s revealed about American society. 19. Trace the spread of jazz and blues to become popular nationwide. 20. Describe the Harlem Renaissance and new trends in literature, music, and art.
<p>J. THE GREAT DEPRESSION</p> <p>Analyze the causes of the Great Depression and how the New Deal fundamentally changed the role of the federal government.</p>	<ol style="list-style-type: none"> 1. Describe why the stock market crashed in 1929. 2. Identify the main causes of the Great Depression. 3. Explain the steps taken by the Federal Reserve, Congress, and Presidents Hoover and Roosevelt to combat the economic crisis. 4. Analyze the success of President Hoover’s attempts to address the economic crisis. 5. Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices (Dust Bowl) and their effects on depopulation of rural regions. 6. Describe how unemployment affected the lives of Americans. 7. Compare and contrast the hardships faced by rural and urban Americans in the Depression. 8. Compare special purpose maps to analyze environmental change over time.

(10 hours)	<ol style="list-style-type: none"> 9. Describe how the New Deal provided relief for the unemployed. 10. Identify the common themes that emerged in literature, films, and plays of the New Deal era. 11. Describe the role of music and literature in reflecting social and political issues. 12. 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.
<p>K. THE SECOND WORLD WAR</p> <p>Examine the origins of American involvement in World War Two.</p> <p>(12 hours)</p>	<ol style="list-style-type: none"> 1. Outline American foreign policy after WW I. 2. Discuss how war debts and reparations affected European nations after WW I. 3. Describe how Mussolini created a fascist state in Italy. 4. Explain how Stalin maintained power in the Soviet Union. 5. Analyze Hitler's rise to power in Germany. 6. Interpret bar graphs. 7. Discuss Japanese military actions in the 1930s. 8. Describe the early events of WW II. 9. Apply oral history evidence to interpretation of historical events. 10. Examine the origins of American involvement in the war and analyze the events that precipitated the attack on Pearl Harbor. 11. Compare the strengths and weaknesses of the Allied and Axis powers in 1941. 12. Describe what life was like in the U.S. during WW II. 13. Analyze Roosevelt's foreign policy during WW II (e.g., Four Freedoms speech) 14. Identify the contributions of women to the war effort. 15. Describe the Holocaust and the response of the U.S. administration to Hitler's atrocities.

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

For a complete list of textbooks and supplemental instructional material and vendor/publisher information, please refer to the latest Adult Secondary Education Catalog and the Adult Secondary Education Vendor/Publisher and Instructional Materials List. Both are available from the Adult Curriculum Office at (213) 241-3716.

TEXTBOOKS

Appleby, Joyce et al. *The American Vision: Modern Times*, Student Edition. Columbus, OH: McGraw-Hill, Glencoe, 2010.

Appleby, Joyce et al. *The American Vision: Modern Times*, Teacher Wraparound Edition. Columbus, OH: McGraw-Hill, Glencoe, 2010.

The American Vision :Modern Times, Teacher Classroom Resources. Columbus OH: McGraw-Hill, 2010.

VIDEO

America: The Story of Us. History, A and E Television Networks LLC, 2010.

RESOURCE PERSONS

Adult Secondary Education Teacher Advisers

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Individualized instruction
- B. Group instruction
- C. Group discussion
- D. Debates
- E. Field trips

EVALUATION

- A. Teacher observation
- B. Oral reports
- C. Written reports
- D. Textbook tests
- E. Teacher-developed tests based on the competencies in this course outline

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.
