

Course Outline

REVISED: December/2011



Course Description:

This course focuses on major turning points in American history in the twentieth century. It takes a structured chronological and thematic approach, beginning with victory in World War II and the post-war world in 1945. Topics covered include the expanding role of the federal government and courts, the maturation of a modern corporate economy, the impact of technology on society and culture, the movement toward equal rights for minorities and women, and the role of the United States as a major world power. 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.

Program:

Adult Literacy/High School Diploma

Course of Study:

High School Diploma

Course:

1:2004 Social Studies/Social Science

37-01-71

U.S. History/2

Credits: 5

Hours: 60

Prerequisites:

1. A minimum reading level of 10.0 as measured by the TABE D9/10 reading comprehension test
2. Completion of U.S. History/1 (37-01-70)
3. 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.

TOMCALDERON
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. 11-19

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

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom. p. 21

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
<p>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.</p> <p>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.</p>	pp. 11-19
EVALUATION PROCEDURES	p. 21
<p>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> <p>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.</p>	
REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT	Cover
<p>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.</p>	

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.

Reading Standards of 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 U.S. History–Social Science

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. Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.
2. Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers).
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.
5. Describe major developments in aviation, weaponry, communication, and medicine and the war’s impact on the location of American industry and use of resources.
6. Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).
7. Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the U.S. economy.

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

1. Trace the growth of service sector, white collar, and professional sector jobs in business and government.
2. Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.
3. Examine Truman’s labor policy and congressional reaction to it.
4. Analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.
5. Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.
6. Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.
7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.
8. Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).

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

1. Discuss the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in shaping modern Europe and maintaining peace and international order.
2. Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.
3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:
 - The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting
 - The Truman Doctrine
 - The Berlin Blockade
 - The Korean War

CALIFORNIA CONTENT STANDARDS
for U.S. History–Social Science (continued)

- The Bay of Pigs invasion and the Cuban Missile Crisis
 - Atomic testing in the American West, the “mutual assured destruction” doctrine, and disarmament
 - policies
 - The Vietnam War
 - Latin American policy
4. List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the “nuclear freeze” movement).
 5. Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.
 6. Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.
 7. Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.

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

1. Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt’s ban on racial discrimination in defense industries in 1941, and how African Americans’ service in World War II produced a stimulus for President Truman’s decision to end segregation in the armed forces in 1948.
2. Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including Dred Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of Education, Regents of the University of California v. Bakke, and California Proposition 209.
3. Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.
4. Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcom X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr.’s “Letter from Birmingham Jail” and “I Have a Dream” speech.
5. Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.
6. Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.
7. Analyze the women’s rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.

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

1. Discuss the reasons for the nation’s changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.
2. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).
3. Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.
4. Explain the constitutional crisis originating from the Watergate scandal.
5. Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.

CALIFORNIA CONTENT STANDARDS
for U.S. History–Social Science (continued)

6. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.
7. Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the U.S. History/2 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. AMERICA AND WORLD WAR II</p> <p>Analyze the economic, social, and military dimensions of America’s participation in World War II.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 1. Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge. 2. Discuss the unique contributions of women, the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers and other Americans to the war effort. 3. Discuss the impact of events on the U.S. home front, including the internment of Japanese Americans and the migration and growing demands of African Americans. 4. Describe technological innovations and the transformation of American industry. 5. Discuss the decision to drop atomic bombs on Hiroshima and Nagasaki.

C. THE COLD WAR AND SOCIETY AFTER WORLD WAR II

Analyze the economic boom and social transformation of post-World War II America.

(7 hours)

1. Describe the actions Allied forces took to stabilize Germany and Japan after the war.
2. Discuss how the Allied Powers tried war criminals, and explain why some people were dissatisfied with the trials.
3. Explain why the United Nations was founded, and describe how it was organized.
4. Recount the events that led to the establishment of Israel, and describe how Arab countries responded.
5. Interpret special purpose maps.
6. Explain the origins of the Cold War.
7. Describe U.S. strategy during the Cold War.
8. Describe how the U.S. government tried to control the development of atomic weapons
9. Analyze how the Marshall Plan helped block the spread of communism in Europe.
- Trace how the Western Allies tried to limit Soviet expansion.
14. Explain how the Chinese Communists gained control of China.
15. Trace the events that led to the escalation of the conflict in Korea.
16. Describe the effect the Korean War had on U.S. politics.
17. Distinguish between primary and secondary source material.
18. Discuss the methods that President Eisenhower used to promote U.S. interests abroad.
19. Discuss the actions the U.S. government took to limit communism at home, and describe how these actions affected Americans' everyday lives.
20. Explain how Senator Joseph McCarthy was able to play upon Americans' fears of communism.
21. Describe how America related to the prospect of nuclear war.
22. Explain how the U.S. economy and American workers fared after World War II.
23. Identify the most important issues of the 1948 election.
24. Describe the major goals of President Truman's Fair Deal, and identify which were accomplished.
25. Describe how President Truman tried to manage American domestic issues.
26. Analyze changes in the American workforce in the 1950s.
27. Describe suburban life during the 1950s.
28. Discuss early American television programming.
29. Analyze the trends in popular culture as they reflected the larger social changes among teenagers in the 1950s.
30. Analyze how the Brown decision affected school segregation and exposed conflict over the segregation issue.
31. Explain how the Montgomery Bus Boycott was a major turning point in the civil rights movement.
32. Identify the challenges that Hispanics, Asian Americans, and American Indians faced in the 1950s.
33. Identify the criticisms that writers and scholars expressed about 1950s society.
34. Describe the problems faced by the poorest Americans in the 1950s.

D. THE NEW FRONTIER, CIVIL RIGHTS, AND STRUGGLES FOR CHANGE

Analyze the development of federal civil rights and voting rights.

1. Analyze the influence of television on the 1960 presidential election.
2. Summarize how President Kennedy planned to stop the spread of communism.
3. Explain why the Bay of Pigs invasion of Cuba failed.
4. Describe how the Cuban missile crisis almost led to war.
5. Discuss how President Kennedy's image conflicted with reality.
6. Identify reasons why Kennedy had difficulty getting legislation passed.
7. Explain how the Kennedy Administration tried to assist poor Americans.
8. Describe how America responded to the assassination of the president.
9. Explain how President Johnson's War on Poverty affected American communities.
10. Identify the problems that the Great Society programs addressed.
11. Distinguish between primary and secondary source material.
12. Detail how the Warren Court expanded individual liberties.
13. Describe why support for the Great Society programs declined during the late 1960s.
14. Explain how civil rights demonstrators used nonviolence to achieve their goals.
15. Discuss why civil rights leaders used nonviolent tactics.
16. Compare protest tactics used in Albany, Georgia and Birmingham, Alabama.
17. Explain why supporters pushed for a civil rights bill.
18. Identify the factors that influenced passage of civil rights legislation.
19. Explain why early efforts to register voters in Mississippi failed.
20. Identify reasons for the limited success of the Freedom Summer project.
21. Explain how the Selma protest led to the passage of the Voting Rights Act.
22. Identify differences between Malcolm X's message and that of the major civil rights organizations of the early 1960s.
23. Explain why nonviolent protest and the goal of integration lost support.
24. Discuss how northern discrimination and urban riots affected the civil rights movement.
25. Describe the challenges faced by leading African American organizations in the early 1970s.
26. Explain how the Supreme Court limited the impact of busing and affirmative action programs.
27. Identify gains by African Americans in the early 1970s.
28. Discuss the response to Betty Friedan's *The Feminine Mystique*.
29. Identify assistance to working women by the federal government in the early 1960s.
30. Identify tactics used by leaders of the women's movement.
31. Identify gains and setbacks by the women's movement in the 1970s.
32. Explain why *La Huelga* was important to Mexican Americans.
33. Explain how conflicts over land rights and education motivated Mexican Americans to protest.
34. Describe how the Chicano movement influenced the lives of Mexican Americans.
35. Identify the demands of the Red Power movement, and discuss how successful they were in achieving them.
36. Explain how Americans with disabilities gained public support for their causes.
37. Identify issues addressed by activists for children and senior citizens.
38. Explain why protests developed on American college campuses.

(10 hours)

E. WAR IN VIETNAM

Analyze major social problems and domestic policy issues occasioned by American involvement in Vietnam.

(5 hours)

39. Identify factors that weakened the counterculture movement.
40. Explain how doubts about American society led to new movements in religion and the arts.
41. Analyze how musical styles reflected the social changes of the era.

1. Describe why China and France wanted to control Vietnam.
2. Explain why the United States refused to support Vietnamese independence in the 1940s and 1950s.
3. Identify reasons for President Kennedy's increased involvement in Vietnam.
4. Identify the constitutional issue raised by the Gulf of Tonkin Resolution.
5. Describe the strategies used by U.S. forces in the Vietnam War.
6. Identify bias in contemporary news accounts.
7. Interpret political, physical, and special purpose maps.
8. List factors that frustrated U.S. military efforts in Vietnam.
9. Explain why some Americans opposed the war, and describe how the government responded.
10. Explain why the Tet offensive weakened many Americans' confidence in their government.
11. List key events of the 1968 presidential campaign.
12. Interpret contemporary political cartoons.
13. Summarize how President Nixon attempted to end the war.
14. Describe how Americans reacted to President Nixon's plan to end the war.
15. Interpret political cartoons.
16. Explain why the United States agreed to a cease-fire in January 1973.
17. Describe the war's long-term effects on Vietnam and the Vietnamese people.
18. Evaluate the war's long-term effects on the American people.

F. FROM NIXON TO CARTER

Analyze the political reaction to the excesses of the Nixon Administration and its subsequent effect on the conduct of domestic and foreign policy.

(5 hours)

1. Discuss how President Nixon's domestic policies differed from those of Presidents Kennedy and Johnson.
2. Describe how President Nixon responded to economic problems.
3. Identify the causes and effects of the energy crisis.
4. Summarize Americans' efforts to clean up the environment.
5. Explain how President Nixon made foreign policy decisions.
6. Summarize the issues surrounding the Watergate scandal.
7. Identify the role of the White House tapes in Nixon's resignation.
8. Evaluate contemporary primary source documents.
9. Explain why President Ford was unable to achieve his domestic policy goals.
10. Explain how President Ford attempted to continue Nixon's foreign policies.
11. Explain why voters thought Jimmy Carter was a different kind of politician.
12. Explain how President Carter's handling of domestic issues caused some Americans to lose faith in his administration.
13. Contrast Carter's foreign policy with Nixon's and Ford's.
14. Analyze how Carter weakened U.S.-Soviet relations, and relate how he contributed to peace in the Middle East.
15. Describe major changes in the American population and family structure during the 1970s.
16. Explain why Americans were said to be self-absorbed.
17. Analyze how new technologies affected American's lives.

G. THE REPUBLICAN REVOLUTION

Analyze how the Republicans won the 1984 election, and assess the impact upon social, political, and judicial structures.

(4 hours)

1. Discuss the factors that helped Ronald Reagan win the presidency in 1980.
2. Explain President Reagan's main economic program and evaluate its success.
3. Describe the significant developments of the Cold War during the early 1980s.
4. Recount how the Reagan Administration became involved in events in El Salvador and Nicaragua.
5. Discuss how the makeup of the Supreme Court changed in the 1980s.
6. Identify the events that began to shake public confidence in the economy.
7. Explain how the Iran-Contra affair developed.
8. Identify the factors that led to eased tensions between the United States and the Soviet Union in the late 1980s.
9. Summarize changes in American society in the 1980s.
10. Apply oral history evidence to interpretation of historical events.
11. Explain how the Cold War ended.
12. Identify events that led to the Gulf War, and analyze how it differed from previous American military conflicts.
13. Identify the domestic problems faced by the Bush Administration.

<p>H. A TIME OF CHANGE</p> <p>Analyze how the federal, state, and local government structures have responded to domestic demographic and social changes and the transition from a bi-polar international orientation to a multi-lateral global community.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> 1. Contrast the 1992 presidential election with other recent elections. 2. Identify factors that resulted in the Republican comeback in the 1994 congressional elections. 3. Analyze how regional conflicts and terrorism affected the world. 4. Assess the success of the United Nations in maintaining world peace after the Cold War ended. 5. Identify the domestic issues that shaped President Clinton’s second term. 6. Identify factors that led to the impeachment of President Clinton, and describe the outcome. 7. Analyze why NATO launched air strikes against Yugoslavia in 1999. 8. Identify events that shaped the space program in the 1990s. 9. Identify issues related to technology in the 1990s. 10. Create and interpret graphs and charts. 11. Analyze how U.S. popular culture affected the rest of the world. 12. Identify issues that affected family life in the 1990s. 13. Identify factors that shaped the global economy. 14. Describe environmental issues of importance in the 1990s. 15. Explain why population growth in urban areas and throughout the world was a cause of concern. 16. Analyze the roll of the United States in fostering democracy throughout the world.
<p>I. IMPERIALISM AND INDEPENDENCE</p> <p>Analyze American ambivalence between its role as a champion of anti-colonial independence movements and its need for international political stability.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> 1. Describe how Americans viewed imperialism. 2. Compare and contrast American and Russian expansionism. 3. Discuss how industrialism affected imperialism. 4. Explain how various empires governed their colonies. 5. Explain how World War I affected European attitudes about imperialism. 6. Trace the development of Asian independence movements after World War I. 7. Explain why the United States granted independence to the Philippines. 8. Describe how and why Germany, Italy, and Japan created new empires during the 1930s. 9. Identify how World War II affected Asian independence efforts. 10. Relate how and when most African nations gained independence. 11. Describe the major concerns of Third World countries during the Cold War. 12. Identify the sources of domestic conflicts for former colonies. 13. Summarize the economic and political challenges faced by newly independent African nations. 14. Describe the problems faced by former satellites and republics of the Soviet Union.

J. THE RISE OF THE GLOBAL ECONOMY AND THE MOVEMENT OF PEOPLE AND IDEAS

Analyze America's position as the pre-eminent economic power in the emerging global economy.

(6 hours)

1. Explain why American merchants sought out new foreign markets.
2. Describe how U.S. exports changed in the early 1990s.
3. Summarize how improved communications and transportation affected international trade.
4. Discuss how the gold standard and free trade helped the global economy grow prior to World War II.
5. Explain why some nations supported protectionism before World War II.
6. Describe how World War I affected the role of the United States in the global economy.
7. Describe how the Great Depression affected world trade and finance.
8. Explain how the Bretton Woods system attempted to prevent future economic conflicts.
9. Identify factors that contributed to U.S. economic expansion after World War II.
10. Describe how the economies of West Germany and Japan developed after World War II.
11. Identify factors leading to the end of U.S. dominance of the global economy.
12. Describe economies of Pacific Rim countries in the 1980s and 1990s.
13. Explain how the growth of multinational corporations and the end of the Cold War affected the global economy.
14. Identify factors trending toward global free trade.
15. Explain why emigrants leave their home countries.
16. State why the U.S. is a likely destination of emigrants.
17. Discuss how migration has affected urban and rural populations.
18. Explain how World War I and the Great Depression affected immigration patterns.
19. Identify the primary reason for migration during the 1940s.
20. Identify how immigration to the U.S. has changed since 1965.
21. Identify reasons people migrated during the 1980s and 1990s.
22. Explain how developments in computer technology affect the spread of information.
23. Summarize the challenges and benefits faced by developing countries while trying to improve their communications technology.
24. Identify privacy concerns raised by recent technology developments.
25. Describe how the popularity of sports has grown to include a world-wide audience.
26. Explain how television, the Internet, and movies have contributed to a global culture.
27. Discuss how music and fashion have contributed to a global youth culture.

<p>K. THE STRUGGLE FOR HUMAN RIGHTS</p> <p>Analyze the socio-economic and political impact on the United States and the world of global migration patterns and attempts to enforce agreements regarding human rights.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> 1. State how the modern concept of human rights developed. 2. Identify ways the movement to abolish slavery was an international effort. 3. Discuss how the women’s movement developed, and identify its primary goal. 4. Discuss the human rights issues addressed by American progressives. 5. Explain how World War I changed Europeans’ ideas about warfare. 6. Discuss how fascism and militarism endangered human rights in the 1930s. 7. Describe how human rights were violated in World War II. 8. List steps the international community took to protect human rights after World War II. 9. Explain how the movement for racial equality progressed after World War II. 10. Summarize how efforts to protect human rights fared in the 1960s and early 1970s. 11. Describe what President Carter did to promote respect for human rights. 12. Identify political events during the late 1980s that led to advances in human rights. 13. Identify characteristics of the international women’s movement. 14. Identify global challenges to human rights.
<p>L. A NEW ENVIRONMENTAL AWARENESS</p> <p>Trace the impact of, need for, and controversies associated with environmental conservation.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> 1. Describe attitudes of early American colonists toward the wilderness. 2. Identify new ideas of the wilderness that merged in the 1800s. 3. Trace the development of the science of ecology. 4. Identify steps taken by preservationists to protect the environment. 5. Contrast differing views of the environment held by preservationists and conservationists. 6. Explain how the Dust Bowl led to changes in U.S. environmental policy. 7. Explain why many people considered nuclear weapons tests to be dangerous. 8. Discuss how the threat of nuclear weapons encouraged international cooperation. 9. Describe how activists in the U.S. and Europe used political measures to draw attention to environmental problems. 10. Identify recent global environmental problems. 11. Discuss the relationship between deforestation and biodiversity. 12. Identify concerns raised by population growth. 13. Identify efforts by governments and environmentalists to address current environmental problems.

M. A NEW CENTURY BEGINS

Analyze major domestic and foreign policy issues in contemporary American society.

(3 hours)

1. Describe the controversy surrounding the election of 2000.
 2. Discuss the acts of terrorism that prompted George Bush to declare a "War on Terror."
 3. Describe the U.S. military involvement in Afghanistan.
 4. Trace the events leading up to the U.S. invasion of Iraq.
 5. Explain the significance of the war in Iraq and the war on terror in the 2004 election.
 6. Discuss the significance of the financial crisis and general voter frustration with the policies of George Bush in the 2008 election of Barack Obama
 7. Describe the significance of health care legislation, Medicare, Social Security, unemployment, and the federal deficit in the run up to the election of 2012.
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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.

VIDEOS

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

The Sixties: The Years that Shaped a Generation. Dir. Steven Talbot. PBS Video, 2005.

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.
