



## Santa Rosa City Schools Course Proposal: US History ADP

<b>SRCS New Course ID</b> HH0115	<b>SRCS Course Short Title</b> US History ADP	<b>SRCS New Long Title</b> US History Alternative Diploma Pathway	<b>Default Credits</b> 5
<b>Course Length</b> Year	<b>State Course Code</b> 9173 - United States History	<b>Standard Grade Range</b> Secondary 9-12	<b>CSU/UC required</b> Not CSU Requirement

Proposal Submitted By:

**Needs Statement:** Discuss how this course fits into your Site and/or the District’s goals. Attach minutes of meetings where this course was approved at site or district leadership meetings.

Alternative Diploma Pathway US History (ADP) is a survey course for students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31.

This course reviews the California State Content Standards for United States History.

**Graduation Requirements:** Specify which requirement is met. (High School only)

US History

**UC a-g Requirements:** Specify which requirement is met. (High School only)

Not CSU Requirement

**Explain the rationale for course addition or modification. How does this fit in with district/site goals. Is this course is replacing a current course, which course is it replacing and why? Will this course require new sections? Be explicit.**

To meet Education Code 51225.31 and SRCs Board Policy 6146.4, Students with significant cognitive disabilities must have the option to obtain a modified State of California High Diploma. These new courses are options and determined through the IEP. These courses are “modified” and not “accommodated” as are other courses such as Small Group Instruction (SGI) courses. These courses will NOT require additional sections and can be folded into existing periods within a teacher’s current schedule.

## Explain the measurable learning outcomes

- Critical Reading and Media Literacy
  - Analyzing bias (author's purpose, point of view, and audience)
  - Conducting Historical Research
  - Cause and effect
  - Compare and contrast
- Historical Writing
- Working Collaboratively with Others
- Inquiry: Navigating who, what, where, why, and how concepts to pull information from topics presented
- Literacy: Developing comprehension skills through listening, investigating, and participating in discussions around presented instructional information
- Citizenship: Developing a sense of community by bridging the information taught to school and home

## Course Description (To be used in the course catalog)

United States History ADP is a survey course for students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31.

Explore American History gives an overview of American history from 1600 to the present. The curriculum is designed for students with limited reading abilities. The curriculum focuses not only on history but also on map skills, government, technology, and the diversity of people who helped to make the United States the country it is today

This course reviews US History from the seventeenth through the twenty-first century American history, starting with a brief review of democratic foundations and the impact of the Civil War. Students will analyze turning points and themes related to American identity, the role of the government, and the American experience. The course focuses not only on history but also on map skills, government, technology, and the diversity of people who helped to make the United States the country it is today. Skills such as reading, writing, speaking and listening, research, and media literacy will be emphasized. Aligning with the California History-Social Sciences Framework, students will engage with the content, practice inquiry skills, improve literacy, and develop values of citizenship through this course.

## Detailed Course Design

(Course design should include the objectives, activities, assessments, and standards to be addressed in this course.)

### COURSE OBJECTIVES

#### Content Themes:

- Identify challenges and success in the history of the United States
- Demonstrate an understanding of how geography affected the settlement of the United States

- Identify how geography was affected by the settlement of the United States
- Identify technological innovations had an impact on historical events and the American people
- Use of map skills to determine where historical events took place
- Use of charts and tables to explain historical events
- Use and creation of timelines to order and explain historical events.

## COURSE CONTENT

Unit 3: One Nation Grows: The Rise of the United States as a World Power	
<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>● How did World War I affect American society?</li> <li>● What connections can be made between this time period and other time periods, including the present day?</li> </ul>	
Content Standards	Suggested Practice
11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.	<ul style="list-style-type: none"> <li>● Discuss stories of individuals that came to the United States to understand their motives and experiences.</li> </ul>

Unit 1: Early Years: The Nation's Beginnings	
<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>● What does it mean to be an American?</li> <li>● What connections can be made between this time period and other time periods, including the present day?</li> </ul>	
Content Standards	Suggested Practice
<p>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 [and the Constitution].</p> <p>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.</p>	<ul style="list-style-type: none"> <li>● Demonstrate understanding of what being a citizen means in the classroom, community and civic life.</li> <li>● Demonstrate understanding of the promise of the Declaration of Independence and Constitution</li> <li>● Demonstrate understanding that America was founded on the principle of religious freedom.</li> </ul>

Unit 2: Industrialization, Urbanization, Immigration, and Progressive Reform	
<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>● What does it mean to be an American and how does that evolve during this period?</li> <li>● How and why did America's economy, industries, and population grow after the Civil War?</li> <li>● What were the motives and experiences for people who came to the United States?</li> <li>● What connections can be made between this time period and other time periods, including the present day?</li> </ul>	
Content Standards	Suggested Practice

<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of the population growth and its impact on industry.</li> <li>• Discuss stories of individuals that came to the United States to understand their motives and experiences.</li> </ul>
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Unit 4: World Trouble: The 1920s	
<p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• How and why did American culture change during the 1920s?</li> <li>• How did World War I affect America at home and abroad during the 1920s?</li> <li>• What connections can be made between this time period and other time periods, including the present day?</li> </ul>	
Content Standards	Suggested Practice
<p>11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Demonstrate understanding and identify 4 major events in the 1920's and how they shaped America.</li> </ul>

Unit 5: World Trouble: The Great Depression and the New Deal	
<p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• What were the experiences of Americans during the Great Depression?</li> <li>• What connections can be made between this time period and other time periods, including the present day?</li> </ul>	
Content Standards	Suggested Practice
<p>11.6 Students analyze the different explanations for the Great Depression.</p>	<ul style="list-style-type: none"> <li>• Demonstrate understanding and identify 4 major events in the 1930's and how they shaped America</li> </ul>

Unit 6: World Trouble Again: America's Participation in World War II	
<p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• How and why did the American people mobilize for and win the war?</li> <li>• What was the impact of the war on the issue of equality?</li> <li>• What connections can be made between this time period and other time periods, including the present day?</li> </ul>	

Content Standards	Suggested Practice
11.7 Students analyze America's participation in World War II.	<ul style="list-style-type: none"> <li>• Demonstrate understanding of the roles and sacrifices of members of the American Armed Forces.</li> <li>• Demonstrate understanding the experiences and sacrifices (voluntary and involuntary) of Americans on the homefront.</li> </ul>

**Unit 7: Superpower: Cold War Struggles Abroad**

**Guiding Questions:**

- Why has the period between 1946 and 1990 known as the Cold War?

Content Standards	Suggested Practice
11.8 Students analyze the economic boom and social transformation of post-World War II America.	<ul style="list-style-type: none"> <li>• Demonstrate understanding and identify 6 major events in the following World War II and how they helped shape America.</li> </ul>

**Unit 8: Superpower: Cold War Struggles at Home**

**Guiding Questions:**

- How was the Cold War fought domestically?
- How were American politics shaped by the Cold War?
- How did the Cold War affect ordinary Americans?

Content Standards	Suggested Practice
11.9.5 Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.	<ul style="list-style-type: none"> <li>• Demonstrate understanding of "war" and the consequences.</li> <li>• Demonstrate understanding of war impacts every citizen.</li> </ul>

**Unit 9: A New Century: Movements for Equality**

**Guiding Questions:**

- How did the Civil Rights movements challenge and change the American identity?
- What were the goals and strategies of the Civil Rights movements?
- How did various movements for equality build upon one another?
- What connections can be made between this time period and other time periods, including the present day?

Content Standards	Suggested Practice
<p>11.10 Students analyze the development of federal civil rights and voting rights.</p> <p>11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and</p>	<ul style="list-style-type: none"> <li>• Identify at least 3 civil rights groups and their goals of the civil rights movements.</li> <li>• Demonstrate understanding of the civil rights you have as a result of the civil rights movement.</li> </ul>

political impacts, and issues regarding religious liberty.	
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Unit 10: A New Century: Contemporary American Society	
<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>Why is the United States more diverse now than it was in the middle of the twentieth century?</li> <li>In what ways have issues such as education; civil rights for people of color, immigrants, and LGBTQ+ Americans and disabled Americans; changed over time?</li> </ul>	
Content Standards	Suggested Practice
11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.	<ul style="list-style-type: none"> <li>Discuss personal experiences of individuals or groups who have led the fight for equality for all Americans.</li> </ul>

**EVALUATION OF STUDENT PROGRESS**

Assessment Methods:

Formative and summative assessments include, but are not limited to, quickwrites, essays, quizzes, tests, exit tickets, and discussions.

Budget- budget figures must be included even if they are an estimate.

Projected Costs	Start-up	Ongoing
Personnel (Not to include classroom instructor unless a new section is needed)	Instructional Assistants	Instructional Assistants
Instructional Material Supplies per student (textbooks, software, etc.)	TBD based on Pilot Approval: Est. \$13,000 for software curriculum	\$7,549.90
Services (training, equipment maintenance, contracts, etc.)	No additional costs	N/A
Capital Outlay (remodeling, technology, etc.)	N/A	N/A
<b>Total Projected Costs</b>		

Instructional Materials- must include estimate for new materials even if none have been selected. Place in chart above.

Type	Publisher	Title	ISBN	Author	Copyright	# Have/Need
Curriculum	Attainment Company	Core Curriculum Solution: High School, 2nd Edition	Multiple	Multiple	2024	Need: 3

Curriculum	N2y Unique Learning System	Unique Learning System	N/A	Multiple	2018	Need: 3

### Funding Source(s) for Costs and Instructional Materials

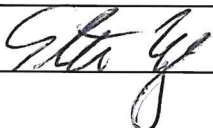
<b>Grants (indicate specific grant and grant timeline)</b>	
<b>Categorical Funds (include related programs)</b>	
<b>Career Technical Education (must be for an approved CTE course)</b>	
<b>Department Funds</b>	Special Services will support specific accommodations as required through the IEP
<b>Other (be specific)</b>	General Fund resources supports the universal curriculum for all state content standards

### Appendix of Additional Documents

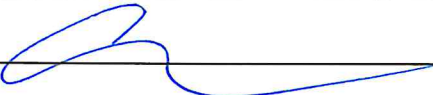
<p><b><u>* Required additional documents include meeting minutes where the course was discussed and approved</u></b></p> <p><b><u>Department Meeting</u></b>          Secondary–High School ESN Meeting          Date: December 7th 2024          Location: In-person, SRHS          Time: 3:30-4:30</p> <p>Present:          Colin Abbot, EAHS, ESN Teacher          Noa Lewin, MHS, ESN Teacher          Jasmine Clewis, SRHS ESN Teacher          Kurt Chapman, SRHS ESN Teacher          Amy Fuller, Special Services, Program Manager</p> <p>Overview:</p> <ul style="list-style-type: none"> <li>• Discussed the curriculum advantages</li> <li>• Discussed current programs in use</li> <li>• Discussed next steps of reviewing curriculum samples</li> </ul> <p><b><u>Site Meetings</u></b>          Secondary–High School ESN          Date: Monthly Department Meetings          Location: In-person, Site          Time: Multiple</p>
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Present:  
 Site ESN teachers (SRHS, MHS, EAHS)  
 Amy Fuller, Special Services, Program Manager  
 Overview:  
 • Looked through curriculum samples

District Principal Review and Approvals:

Principal's Signatures	Site	Approved / Not Approved
	GAHV	Approved

District Department Chair Review and Approvals:

Department Chair Signatures	Site	Approved / Not Approved
	GAHV	approved