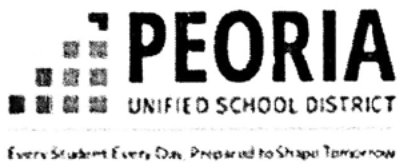


From: [Dr. Carter Davidson](#)
To: [Dr. Kendra Bell](#); [Scott Hollabaugh](#); [Jennifer Mundy](#)
Date: Thursday, December 10, 2020 1:45:19 PM
Attachments: [Outlook-igg2crfz.png](#)

FYI as you prepare for later.

Carter

Carter Davidson, Ed. D.
Chief Personnel Officer
6330 W Thunderbird Rd
Glendale, AZ 85306
Phone: 623-486-6070
www.peoriaunified.org



From: [REDACTED]
Sent: Thursday, December 10, 2020 12:55 PM
To: David Sandoval <DSandoval@pusd11.net>; Cory Underhill <CUnderhill@pusd11.net>; Monica Ceja Martinez <MCejaMartinez@pusd11.net>; Beverly Pingerelli <BPingerelli@pusd11.net>; Judy Doane <JDoane@pusd11.net>
Cc: Jason Reynolds <JasReynolds@pusd11.net>; Marla Woolsey <MWoolsey@pusd11.net>; Dr. Carter Davidson <CDavidson@pusd11.net>
Subject: American Studies

Dear President Sandoval and Members of the Board

As a BIPOC (Black, Indigenous and People of Color) American teacher and a member of the Diversity and Inclusion Committee of the district, I ask you to take this course change seriously. Our history IS American history. History includes failures and accomplishments, events and people of note, culture and identity, which includes those who identify LGBTQ. American History is a forward movement of accomplishments and failures, of great choices and tragic ones.

A couple of years ago, a black student I had didn't know there was anything in his culture and history to explore except slavery. This is a tragedy. Students need to know who they are, who others are, who others say they are and who they want to be and the history of their culture, events, and notables that make up who they are in America. For many minoritized Americans, there is oppression and pain to learn about as well as heroism and victories. Students should

have the opportunities to learn about them all, whether that history belongs to us or others.

In the 1800's, Black literary societies, often secretly, sought to develop literacy skills to read and write effectively, but also to think, speak, and critique to transform themselves and the society in which they lived (in servitude and oppression). Had all my students learned about Black Literary Societies and the extraordinary lengths they went to develop and print their own writings, education for Black American students would look very different today.

American history and cultural studies in our public education system lacks the diversity to allow students of all races and cultures to learn about all Americans in our country.

Minoritized Americans have contributed positively to American history and way of life, even when marginalized. Learning about them gives us a fuller picture of America, it doesn't diminish our history and prominent place in the world.

Thank you for your time.



Heritage Elementary School





Course Proposal: American Studies
Aligned History and Social Science Standards


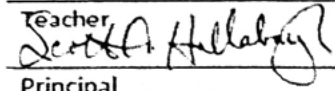
2020

Centennial High School

Course Proposal Form



Signatures

	10/30/2020
Teacher	Date
	10/30/2020
Principal	Date
Executive Director of C&I	Date
Deputy Superintendent	Date
Governing Board Approval	Date

For Office Use Only

Old Course Number

New Course Number

State Course Subject Area

Course Guide Manager

Date

Course Proposal Form



Required Documentation

Course Description

New/updated course description to be included in the school catalog and/or handbook.

American Studies is an elective that deepens students' understanding of American history and American identities. American History is a prerequisite. Students explore the experiences and perspectives of a diverse array of American groups and study concepts like identity, race, ethnicity, nationality, sexuality, and culture. They cultivate respect and historical empathy for the experiences, struggles, and achievements of a variety of American identities, including African Americans, Asian Americans, Native Americans, Hispanic Americans, LGBT Americans, and other groups. Students become more conscious of the political, social, and economic frameworks that impact Americans' experiences. Students explore their own identity, drawing personal connections to their local and global histories. They analyze how factors like power and privilege impact historical and contemporary events. Students who complete American Studies will engage in case studies as they move chronologically from 1492 to contemporary America. Participants will:

- Improve their critical reading and thinking skills.
- Immerse themselves in rich discussions of current events.
- Appreciate the importance of civic engagement and community building.
- More deeply understand our nation's development and celebrate its rich diversity.

Course Syllabus--attach *Essential questions, objectives, desired outcomes, assessments, timeline - time spent on each section.*

Justification for New Course *Provide standards alignment information.*

American Studies showcases the histories and gives voice to the experiences and thoughts of marginalized peoples. The Peoria Unified School District must prioritize an American Studies elective as it will better-equip students to understand our nation's development and celebrate its diversity. See Attached Document for a Full Explanation of Alignment, Including:

- HS.H1.6 – Analyze the relationship among different regional, social, ethnic, and racial groups and explain how these groups' experiences have related to national identities.
- HS.SP2.3 – Demonstrate historical empathy when examining individuals or groups in the past whose perspectives might be very different from those held today.
- HS.H4.1 – Examine how historically marginalized groups have affected change on political and social institutions.
- HS.C1.4 – Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- HS.C2.1 – Explain the importance of individual participation in civic and political institutions.
- HS.C2.6 – Evaluate the contributions of individuals and groups who have played a role in promoting civic and democratic principles.
- HS.H4.4 – Examine how a diverse society can be a force for unity and/or disunity.

District Adoptions *Identify district approved textbooks and/or software adoptions, to be used with this course*

N/A

Sample Unit --summary

Attached

Grading Template--designate weights and minimum tasks for aligned checks & major assessments/projects

Attached

Course Proposal Form

Peoria Unified School District



Course Title: American Studies	
Initiator: Alexa Hart, Centennial Alum	School/Department: Centennial H.S. / Social Studies

Nature of Request

New Course Type (Select Only One)

<input checked="" type="checkbox"/>	Standard Credit	<input type="checkbox"/>	Exceptional/Special Ed	<input type="checkbox"/>	MET
<input type="checkbox"/>	Advanced Placement	<input type="checkbox"/>	Honors	<input type="checkbox"/>	PFA
<input type="checkbox"/>	International Baccalaureate	<input type="checkbox"/>	Career and Technical Education	<input type="checkbox"/>	

Change in Course (Select Only One)

<input type="checkbox"/>	Change in course description	<input type="checkbox"/>	Change in title (requires a new code)
<input type="checkbox"/>	Change in prerequisites	<input type="checkbox"/>	Change in credit distribution (requires a new code)
<input type="checkbox"/>	Change in course length	<input type="checkbox"/>	Change in grade level
<input type="checkbox"/>	Replacing prior course(s)	<input type="checkbox"/>	

Course Description

Distribution Category (Select Only One)

<input type="checkbox"/>	Arts	<input type="checkbox"/>	Physical Education	Other:
<input type="checkbox"/>	Career and Technical Education	<input type="checkbox"/>	Science	
<input type="checkbox"/>	English Language Arts	<input type="checkbox"/>	Lab Science	
<input type="checkbox"/>	Health	<input type="checkbox"/>	World History	
<input type="checkbox"/>	Mathematics	<input checked="" type="checkbox"/>	AZ US History	
<input type="checkbox"/>	Algebra I	<input type="checkbox"/>	Government	
<input type="checkbox"/>	Algebra II	<input type="checkbox"/>	Economics	
<input type="checkbox"/>	Geometry	<input type="checkbox"/>	World Languages	

Intended Grade Levels

<input type="checkbox"/>	Freshman	<input type="checkbox"/>	Sophomore	<input checked="" type="checkbox"/>	Junior	<input checked="" type="checkbox"/>	Senior
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Credits

1.0

Course Length

<input checked="" type="checkbox"/>	Semester
<input type="checkbox"/>	Term

Course Fee (student)

n/a

American Studies

Course Syllabus Draft

Course Description:

American Studies is an elective that deepens students' understanding of American history and American identities. American History is a prerequisite. Students explore the experiences and perspectives of a diverse array of American groups and study concepts like identity, race, ethnicity, nationality, sexuality, and culture. They cultivate respect and historical empathy for the experiences, struggles, and achievements of a variety of American identities, including African Americans, Asian Americans, Native Americans, Hispanic Americans, LGBT Americans, and other groups. Students become more conscious of the political, social, and economic frameworks that impact Americans' experiences. Students explore their own identity, drawing personal connections to their local and global histories. They analyze how factors like power and privilege impact historical and contemporary events. Students who complete American Studies will engage in case studies as they move chronologically from 1492 to contemporary America. Participants will:

- Improve their critical reading and thinking skills.
- Immerse themselves in rich discussions of current events.
- Appreciate the importance of civic engagement and community building.
- More deeply understand our nation's development and celebrate its rich diversity.

Prerequisite:

Passing grade in AZ/US World History.

Learning Expectations and Course Outcomes:

Students Will

- Analyze the relationship among different regional, social, ethnic, and racial groups and explain how these groups' experiences have related to national identities.
- Demonstrate historical empathy when examining individuals or groups in the past whose perspectives might be very different from those held today.
- Examine how historically marginalized groups have affected change on political and social institutions.
- Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.
- Explain the importance of individual participation in civic and political institutions.
- Evaluate the contributions of individuals and groups who have played a role in promoting civic and democratic principles.
- Examine how a diverse society can be a force for unity and/or disunity.
- Analyze areas of stratification and their relations to power
- Develop a deeper understanding of U.S. history and how historical events relate to contemporary society.

Introduction

An important aspect of our Republic is that an educated and engaged citizenry is vital for the system to work. In a government where the final authority and sovereignty rests with the people, our local, state, and federal governments will only be as responsive as the citizens demand them to be. Preparing students for the contemporary society cannot be accomplished without a strong emphasis on civics and history – two of the core disciplines that social studies courses address. It is imperative that each generation gains an understanding of the knowledge, skills, and dispositions to participate fully in civic life in a rapidly changing world.

American Studies students will become more active, better-informed citizens with a broader range of understandings and skills, including:

Think analytically by

- Posing and framing questions
- Gathering a variety of evidence
- Recognizing continuity and detecting change over time
- Utilizing chronology to examine cause and effect relationships
- Drawing and combining reasonable inferences from a variety of sources to build an understanding of complex questions

Read widely and critically by

- Examining, interpreting, and contextualizing primary sources focusing on author, purpose, and audience of each source
- Identifying and comparing historical and political science interpretations from a wide variety of secondary sources
- Utilizing broader understanding to discern subtext in primary and secondary sources

Communicate cogently and in a compelling manner by

- Developing and defending evidenced based arguments
- Utilizing multiple perspectives for comprehensive explanations
- Practicing and cultivating a wide variety of diverse types of writing
- Engaging in constructive conversations around history and social science topics

American Studies will enhance Peoria students' ability to engage actively in civic life and meet the needs and challenges of the 21st century.

American Studies Core Discipline Descriptors

Civics

The civics standards promote the knowledge, skills, and dispositions necessary for informed, responsible participation in public life. Productive civic engagement requires knowledge of the history, principles, and foundations of our Constitutional Republic and that each person has both human and civil rights. People demonstrate civic engagement when they address public problems individually and collaboratively and when they maintain, strengthen, and improve their communities and society. Civics also requires an understanding of local, state, national, and international institutions. Civics encompasses practices such as voting, volunteering, jury service, contributing to public processes, and the public discourse.

History

The history standards promote both historical content and historical thinking skills to prepare students to apply historical thinking to any historical era and context. The study of history is vital because it promotes the development of analytical skills, comparative perspectives, and question and answers modes of critical judgement that promote thoughtful work in any field or career. It is vital for students to study both United States and world history, so they can analyze the human experience through time, recognize the relationship of events and people, and interpret significant patterns, themes, ideas, and turning points in American and world history. Students apply the lessons of history to their lives as citizens of the United States and members of the world community.

American Studies Relevant Anchor Standards

The Arizona History and Social Science Standards are organized into five social studies content areas. Within these content areas are four to five major core concepts referred to as Anchor Standards. Grade level standards are written to support these Anchor Standards. There are twenty-one Anchor Standards. Seventeen of these Anchor Standards center around the content areas of civics, economics, geography, and history. The remaining four standards focus on the disciplinary skills and processes that all students need to know and apply to any historical era, context, or content area. Using these tools, students think like historians, geographers, political scientists, and economists. These skills and processes are especially critical in a time when students are exposed to massive amounts of information in numerous forms and must develop the skills to make sense of it. **The Anchor Standards relevant to American Studies are listed below.**

Disciplinary Skills and Processes	Civics	Economics	Geography	History
SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.	C1: Civic virtues and democratic principles are key components of the American political system.			H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.
SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.	C2: Citizens have individual rights, roles, and responsibilities.			H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.
SP3: Historians and Social Scientist gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.	C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.	E3: Individuals and institutions are interdependent within market systems.		H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.
SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.	C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.	E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.		H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

Anchor Standards Relevant to American Studies

CONTENT AREA	ANCHOR STANDARDS
SKILLS & PROCESSES	SP1: Change, continuity, and context
	SP2: Multiple perspectives
	SP3: Gathering, using, and interpreting evidence
	SP4: Causation and argumentation
CIVICS	C1: Civic virtues and democratic principles
	C2: Individual Rights, Roles, and Responsibilities
	C3: Civic and political institutions
	C4: Process, rules, and laws
HISTORY	H1: Culture, Civilization and Innovation
	H2: Conflict and Cooperation
	H3: Influence of Economic, Political, and Religious Ideas and Institutions
	H4: Patterns of Social and Political Interactions

Aspects of the Inquiry Arc Relevant to American Studies

- ***Inquiry Element 1: Developing Compelling Questions***
Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.
- ***Inquiry Element 2: Constructing Supporting Questions***
Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.
- ***Inquiry Element 3: Gathering and Evaluating Sources***
Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.
- ***Inquiry Element 4: Developing Claims***
Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.
- ***Inquiry Element 5: Communicating Conclusions***
Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have opportunity to critique their scholarship as well as the scholarship of others.
- ***Inquiry Element 6: Taking Informed Action***
To prepare students for civic life, students use their disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues, deliberate with others on how to define and address these issues, take constructive and collaborative action, and reflect on that action.

HIGH SCHOOL COURSE CONSIDERATIONS RELEVANT TO AMERICAN STUDIES

CIVICS/GOVERNMENT

Using inquiry in civics, high school students explore how to become active citizens. To become engaged citizens requires a knowledge of the history, principles, and foundations of our republic. A comprehensive study of civics can be approached from many angles and perspectives with a focus on inquiry. A civics course can be organized in a variety of ways including thematic, chronological, or chrono-thematic. The course should include content from the following topics:

- Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority
- Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts
- Law-making process including the role of deliberation and compromise
- Media, interest groups, and political parties including but not limited to the how these linkage institutions connect the people to government and shape political and social interests, the role of the free press in the American political system, the origin and role of political parties, the two-party system, the role of third parties in American politics, and the social, political, and economic positions of American political parties in history and the present day
- Media Literacy including but not limited to roles of media, types of media, and media and consumer biases
- Elections, voting, and voting behavior including but not limited to political socialization, creation of legislative and congressional districts, opportunities for participation, campaigns, types of elections including primary process and general election process (local, state, and federal), laws governing elections, voter turnout, and barriers to voting
- Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization
- Civil Liberties and Civil Rights
- American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality
- Public policy including researching current issues or policies at the local, state, or federal level

COURSE CONSIDERATIONS FOR HIGH SCHOOL UNITED STATES/ARIZONA HISTORY

Using inquiry in history, high school students explore a variety of peoples, events, and movements in United States history with a focus on inquiry into the evolution of American democratic principles and changes in society. A United States history course can be organized in a variety of ways including thematic, chronological, regional, or through case studies. It is recommended that US History courses spend time in a manner to allow for depth of content and connection to current issues and events. The course should include but is not limited to content from the following historical eras:

- Revolution and a New Nation including but not limited to causes of the American Revolution, reasons for American victory, impact of the Revolution on politics, economy, and society, and the creation of the American political system looking at origins, and key political and social figures,
- Nation Building and Sectionalism including but not limited to territorial expansion and its impacts on external powers and Native Americans, regional tensions due to industrialism, immigration, and the expansion of slavery, changes in the political democracy after 1800, and cultural, religious, and reform movements in the Antebellum period
- Civil War and Reconstruction including but not limited to causes, course, and impact of the Civil War on various groups in the United States, the impacts of different reconstruction plans, and the emergence of Jim Crow and segregation

- Emergence of Modern America including but not limited to industrialization, immigration and migration, progressivism, Federal Indian Policy, suffrage movements, racial, religious and class conflict, the growth of the United States as a global power and World War I and its aftermath
- Great Depression and World War II including but not limited to social, political, and economic changes during the 1920's, the role of government, impact of the depression on diverse groups of Americans, the New Deal, and the cause and course of World War II, the character of the war at home, and the impacts of the war on the United States
- Postwar United States including the economic boom and social transformation of the United States, the Cold War, the impact of conflicts in Korea and Vietnam, domestic and international policies, and the struggle for civil rights and equality
- Contemporary United States including but not limited to domestic politics and policies, economic, social and cultural developments, growing international conflict and tension, 9-11 and responses to terrorism, environmental issues, poverty, globalization, nuclear proliferation, and human rights

DISCIPLINARY SKILLS AND PROCESSES RELEVANT TO AMERICAN STUDIES

Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.

- HS.SP1.1 Evaluate how events and developments were shaped by unique circumstances of time and place as well as broader contexts.
- HS.SP1.2 Analyze change and continuity in historical eras.
- HS.SP1.3 Evaluate the significance of past events as they relate to their own lives and the world.
- HS.SP1.4 Use compelling questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.

- HS.SP2.1 Analyze how contexts shaped and continue to shape people's perspectives.
- HS.SP2.2 Analyze the ways in which perspective shapes recorded history.
- HS.SP2.3 Demonstrate historical empathy when examining individuals or groups in the past whose perspectives might be very different from those held today.

Historians and Social Scientist gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

- HS.SP3.1 Develop and frame questions about issues and events in the discipline and determine the types of sources that will be helpful in answering these questions.
- HS.SP3.2 Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the source to guide the selection.
- HS.SP3.3 Analyze the relationship between primary sources and the secondary interpretations made from them including possible limitations in various kinds of evidence and differing secondary interpretations.
- HS.SP3.4 Evaluate the credibility of a source by examining how experts value the source.
- HS.SP3.5 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
- HS.SP3.6 Construct and present arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- HS.SP3.7 Construct and present explanations using sound reasoning, correct sequence (linear and non-linear) examples, and details with

- HS.SP3.8 significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation. Present arguments and explanations that feature ideas and perspectives on issues and topics to reach a range of audiences and venues using print, oral, and digital technologies.

Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

- HS.SP4.1 Analyze multiple and complex causes and effects of events in the past and present.
- HS.SP4.2 Distinguish between long-term causes and triggering events in developing an argument.
- HS.SP4.3 Integrate evidence from multiple relevant sources and interpretations into a reasoned argument.
- HS.SP4.4 Compare the central arguments in secondary works on related topics in multiple media. Critique the central arguments in secondary works on related topics in multiple media in terms of their accuracy and relevance.

CIVICS

Civic virtues and democratic principles are key components of the American political system.

- HS.C1.1 Explain the significance of civic virtues to a well-functioning constitutional republic.
- HS.C1.2 Evaluate how society and political systems in different contexts promote civic virtue and democratic principles established by the founding documents.
- HS.C1.3 Explain and use deliberative processes implemented in various civic and political institutions.
- HS.C1.4 Analyze the evolution of civic virtues, democratic principles, constitutional rights, and human rights.

Citizens have individual rights, roles, and responsibilities.

- HS.C2.1 Explain the importance of individual participation in civic and political institutions.
- HS.C2.2 Analyze the role of citizens in the United States political system over time and compare this to the role of citizens in other political systems.
- HS.C2.3 Evaluate the evolution of ideals and rights established in historical documents, legislation, executive actions, and court cases.
- HS.C2.4 Analyze the responsibilities of citizens.
- HS.C2.5 Compare the rights guaranteed in Arizona Constitution to those in the United States Constitution.
- HS.C2.6 Evaluate the contributions of individuals and groups who have played a role in promoting civic and democratic principles.

An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.

- HS.C3.1 Examine how the United States Constitution established a system of government that has powers, responsibilities, and limits and analyze how those powers, responsibilities, and limits have changed over time.
- HS.C3.3 Analyze the impact of political parties, interest groups, elections, and the media on political institutions.

Process, rules, and laws direct how individuals are governed and how society addresses problems.

- HS.C4.1 Evaluate multiple procedures for making governmental decisions in all three branches and at the local, state, tribal, national, and international levels in terms of the civic purpose achieved.
- HS.C4.2 Evaluate local, state, national, and international policies in terms of intended and unintended outcomes and related consequences.
- HS.C4.4 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at various levels.
- HS.C4.5 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems,

instances of such problems in multiple contexts, and challenges and opportunities faced by those trying to address these problems over time and place.

- HS.C4.6 Assess options for action to address local, regional, and global problems by engaging in self- reflection, strategy identification, and complex causal reasoning.
- HS.C4.7 Apply a range of deliberative and democratic strategies and procedures to make decisions in the classroom, school, and out-of-school civic contexts.

HISTORY

The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

- HS.H1.3 Evaluate the consequences that resulted from civilizational and cultural interactions.
- HS.H1.4 Analyze the impact of cultural diffusion.
- HS.H1.5 Explain how religions and belief systems have affected the origins of societies.
- HS.H1.6 Analyze the relationship among different regional, social, ethnic, and racial groups and explain how these groups' experiences have related to national identities.

Cycles of conflict and cooperation have shaped relations among people, places, and environments.

- HS.H2.1 Explain multiple causes of conflict.
- HS.H2.2 Analyze approaches to conflict management and resolution.
- HS.H2.3 Evaluate the short- and long- term impacts of conflicts and their resolutions.

Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

- HS.H3.1 Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes.
- HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time.
- HS.H3.4 Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good.
- HS.H3.5 Explain how different labor systems developed and affected societies over time.

Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

- HS.H4.1 Examine how historically marginalized groups have affected change on political and social institutions.
- HS.H4.2 Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.
- HS.H4.3 Examine how access to information and technology has been used to influence society.
- HS.H4.4 Examine how a diverse society can be a force for unity and/or disunity.

- Explore their own identities in regard to race, ethnicity, culture, sexuality, and nationality.
- Understand the social construction of race and explore concepts like internalized and institutional racism.
- Develop academic writing, reading, and critical thinking skills that better prepare them for college and engaged citizenship.
- Enhance their critical thinking as they evaluate and write about contemporary political issues in the United States.
- Improve their ability to keep up with current political affairs and events

Course Timeline:

Weeks 1-9

Course Introduction	Identity
1492-1788	Colonization, Revolution, & Constitution
1789-1866	Union to Disunion
1866-1930	Reconstruction to Depression
1930-1945	World War II

Weeks 10-18

1945-1974	The People's Movement
1975-2000	Post-Civil Rights Era
2001-now	The Contemporary World

Sample Unit:

1939-1945 (World War II)

Potential Case Studies	Potential Material	Potential Assessments
<ul style="list-style-type: none"> • Segregation of American Armed Forces • Internment of 120,000 Japanese Americans • Jewish Immigration into the United States • 1943 "Zoot Suit Riots" in Los Angeles • Navajo Code Talkers • Japanese American 442nd Regimental Combat Team • Tuskegee Airmen of the 332nd Fighter Group • Bataan Death March • Mexican Americans in the D-Day Invasion 	<p>Readings</p> <p>https://research.pomona.edu/zootsuit/en/riots/ Zoot Suit Riots by Pomona College</p> <p>https://www.icanw.org/hiroshima_and_nagasaki_bombings Hiroshima and Nagasaki bombings by ICAN</p> <p>https://www.pbs.org/thewar/at_home_civil_rights_minorities.htm Racial Segregation by PBS</p> <p>https://www.nationalww2museum.org/sites/default/files/2017-07/african-americans.pdf African Americans in WW2 by National WW2 Museum</p>	<ul style="list-style-type: none"> • Creating a Political Cartoon • Critical Analysis Paper • Case Study Individual and Group Presentations

- The Bracero Program and its introduction of millions of Mexican workers into the U.S.

https://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3493 | [Social Changes During the War by Digital History](#)

https://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3495 | [Japanese American Internment by Digital History](#)

<https://www.trumanlibrary.gov/education/presidential-inquiries/japanese-american-internment>
| [Japanese- American Internment by Harry S. Truman Library](#)

<https://www.nationalww2museum.org/sites/default/files/2017-07/tuskegee-airmen.pdf>
| [Tuskegee Airmen by National WW2 Museum](#)

<https://oxfordaasc.com/page/guest-editorial-tuskegee-airmen/tuskegee-airmen>
| [Tuskegee Airmen by Oxford University Press](#)

<https://americanindian.si.edu/education/codetalkers/html/chapter4.html> | [Code Talking by National Museum of the American Indian](#)

<https://www.history.com/topics/world-war-ii/bataan-death-march> | [Bataan Death March by History.com](#)

<https://www.mysanantonio.com/opinion/commentary/article/The-once-forgotten-greatest-generation-13908074.php> | [The Once-Forgotten Greatest Generation by Alfredo Torres Jr](#)

<http://braceroarchive.org/about> | [The Bracero History Archive](#)

Listen:

<https://storycorps.org/podcast/willie-shig-and-a-bird-named-maggie/> | [Podcast. Testimonies of Japanese American](#)

Internment Camps Survivors by NPR Story Corps

<https://storycorps.org/stories/roy-and-aiko-ebihara-170217/> | Podcast. Testimonies of Japanese American Internment Camp Survivors by NPR Story Corps

<https://storycorps.org/stories/kaleria-palchikoff-drago-witness-to-the-atom-bomb/> | Podcast. Atomic Bomb Survivor by NPR Story Corps

[https://americanhistory.si.edu/sites/default/files/Teacher%20Guide Japanese-American%20Internment 0.pdf](https://americanhistory.si.edu/sites/default/files/Teacher%20Guide%20Japanese-American%20Internment%200.pdf) | Podcast. 442nd Regimental Combat Team by the Smithsonian's History Explorer

Watch:

Red Tails Film | Director: George Lucas. 2012

https://www.amazon.com/Zoot-Suit-Riots-Joseph-Tovares/dp/B0009R3QC8/ref=sr_1_8?dchild=1&keywords=The+Zoot+Suit+Riots&qid=1600834886&s=movies-tv&sr=1-8 & <https://www.pbs.org/wgbh/americanexperience/films/zoot/> | Zoot Suit Riots Documentary. 2002

<https://janmstore.com/products/four-four-two-f-company-at-war> | Documentary of the Japanese American 442nd Regimental Combat Team. Four-four-Two, Company at War by Peter Wakamatsu

Grading Template:

American Studies observes the PUSD Social Studies full-credit course grading template:

30% Aligned Checks for Understanding
50% Major Assessments and Projects
20% Final Exam

18 Minimum Aligned Tasks
8 Minimum Aligned Tasks