



# UNITED STATES HISTORY- AMERICAN CULTURE AND ETHNIC STUDIES (ACES)

## COURSE APPROVAL MAY 2020

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ACES COORDINATOR

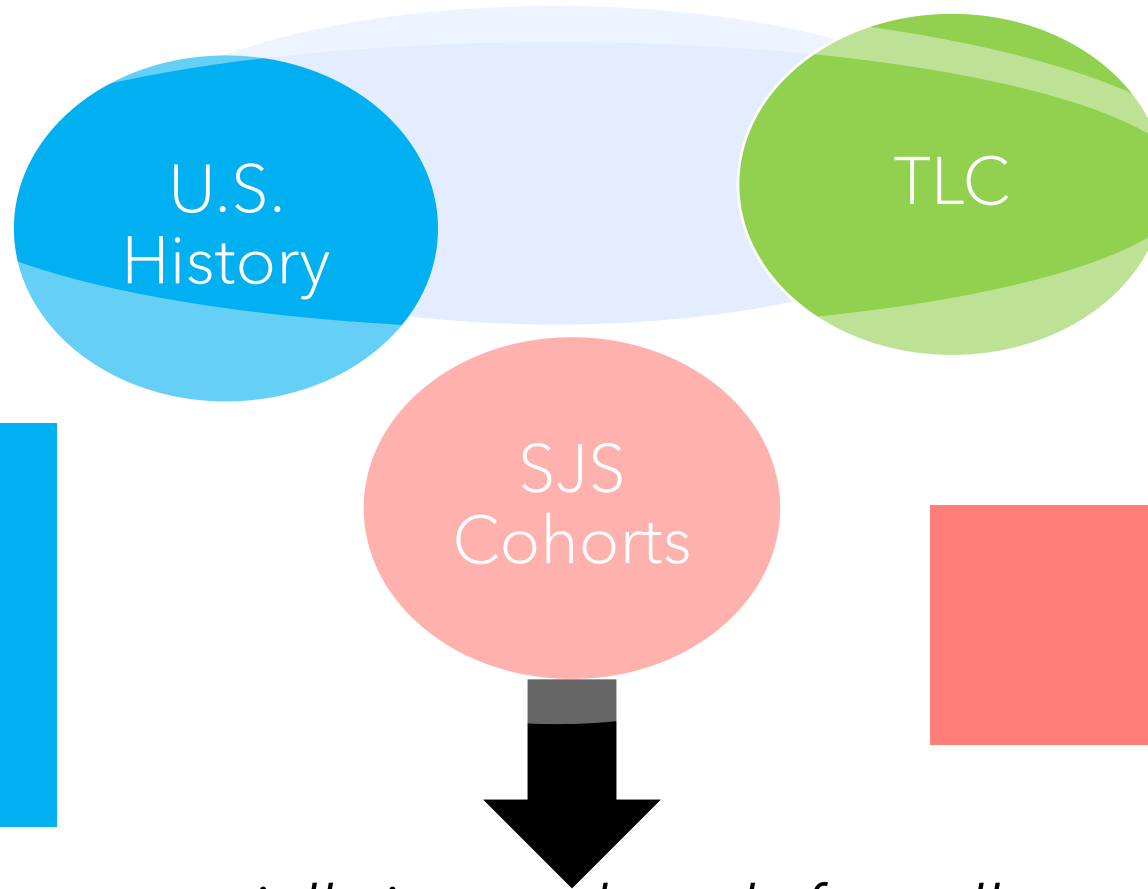


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HIGH SCHOOL HISTORY CHAIRS

AMY BISSON SANTA MONICA HS  
ANDY MEYER, MALIBU HS  
DEBORAH SIEMER, OLYMPIC HS

# SOCIAL JUSTICE STANDARDS INTEGRATION AN OVERVIEW OF WORK IN PROGRESS



- ❑ The TLC begin monthly meetings in January and integrate SJS into their scope and sequence.
- ❑ Target for Completion: May 2020

*All graduates are socially just and ready for college and careers  
(SMMUSD LCAP Goal 1)*

The logo for Santa Monica-Malibu Unified School District (SMMUSD) is located in the top left corner. It consists of the letters 'SMMUSD' in a stylized, colorful font, with 'SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT' written in a smaller, black font below it.

# RATIONALE FOR NEW COURSE

THE SANTA MONICA-MALIBU BOARD OF EDUCATION PASSED A GRADUATION REQUIREMENT, EQUAL TO 10 CREDITS AND TO COMMENCE WITH THE CLASS OF 2024, THAT STIPULATED "ALL STUDENTS PASS AN ADDITIONAL COURSE(S) FROM A LIST OF BOARD APPROVED COURSES THAT MEETS AN AMERICAN CULTURES AND ETHNIC STUDIES REQUIREMENT."

THE AMERICAN CULTURE AND ETHNIC STUDIES (ACES) REQUIREMENT REQUIRES THAT A COURSE BE TAUGHT FROM A MINIMUM OF 5 PERSPECTIVES (INCLUDING BUT NOT LIMITED TO RACIAL, ETHNIC, GENDER, IMMIGRANT, AND SOCIOECONOMIC), INTEGRATES ALL 20 OF THE SOCIAL JUSTICE STANDARDS (SJS) CREATED BY TEACHING TOLERANCE, AND INCLUDES A CAPSTONE PROJECT.

THE 11<sup>TH</sup> GRADE U.S. HISTORY COURSE, AS RE-WRITTEN BY THE TEAM OF SMMUSD 11<sup>TH</sup> GRADE TEACHERS, FULFILLS THIS REQUIREMENT. STUDENTS WHO ENROLL AND PASS IN THIS CLASS WILL HAVE SUCCESSFULLY MET THE BOE ACES REQUIREMENT.

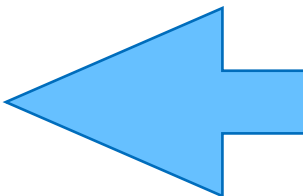
# THE NEW U.S. HISTORY ACES CURRICULUM GUIDE

## COURSE OVERVIEW



Department	History Social Science	Course Title	United States History--ACES	Course Code	
Grade Level	11	Short Title	US Hist ACES	Graduation Requirement	Yes
Course Length	1 year	Credits Per Semester	5	Prerequisites	None
Meets UC/CSU “A-G” Requirement	Yes (A: History)	Meets District ACES Requirement	Yes	Meets NCAA Requirement	Yes
Required Teaching Credential			Social Science		

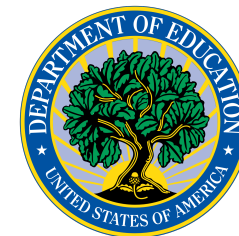
Course Overview
<p>In this year-long survey course, students will examine the major turning points in United States history. After a review of early U.S. history including the establishment of the colonies, the American Revolution, the Westward Movement, and the Civil War &amp; Reconstruction, students begin exploration of major units of study which include the era of Industrialization, America’s Rise as a World Power, World Wars I and II, the Cold War, Movements for Equality, and Contemporary American society.</p> <p>The traditional perspectives on historical events are interwoven with other historical perspectives using a social justice lens, integrating the experiences of diverse people from a range of ethnic, racial, gender, and socioeconomic backgrounds. All 20 of the Social Justice Standards (SJS) created by Teaching Tolerance, are woven throughout the course. The SJS include four domains (Identity, Diversity, Justice, and Action) and enrich the content of the U.S. History course by providing a framework for anti-bias education, rich engagement opportunities, and inclusionary pedagogical practices.</p> <p>The course aligns with the California History-Social Science Framework and investigates important essential questions about the expanding role of the federal government, what it means to be an American in modern times, the United States’ development into a superpower, and the changing demographics and increased diversity of the nation during the 20<sup>th</sup> century. Students are expected to read and analyze primary and secondary source documents and write evidence based historical argumentative essays. The course culminates with a Project Based Learning activity in which students take on the role of a historians learn the process of conducting and writing research and engage in community action.</p>



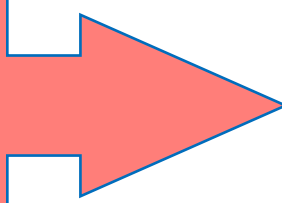
Course details and overview that aligns with California’s History-Social Science Framework, state content standards, and SMMUSD BOE ACES requirement. It will fulfill the “A” requirement for the UCs.



# HISTORY-SOCIAL SCIENCE FEATURES OF THE NEW U.S. HISTORY ACES CURRICULUM GUIDE



Each unit has a brief overview and a suggested duration. Guiding questions and textbook alignment are included. The course is fully aligned with the state framework and state standards for HSS



Unit 3 The 1920s		Suggested Duration: 3 Weeks
<p><b>Description</b> The 1920s is often characterized as a period of Prohibition, gangsters, speakeasies, jazz bands, flappers, and conspicuous consumption, which overshadows the complex realities of this era. In reality, the 1920s is a decade of extremes: broad cultural leaps forward to embrace modernity and simultaneously a deep anxiety about the country changing too fast and for the worse. Students consider this question as they learn about the movements of the 1920s: Why were the 1920s filled with political, social, and economic extremes? For middle-class white Americans, the standard of living rose in the 1920s, and new consumer goods such as automobiles, radios, and household appliances became available, as well as consumer credit. <i>*From the California History Social Science Framework</i></p>		
Guiding Questions	<ul style="list-style-type: none"> <li>• Why were the 1920s filled with political, social, and economic extremes?</li> <li>• How did culture change in the 1920s?</li> <li>• Were the 1920s a “return to normalcy?” Why or why not?</li> </ul>	
Textbook Chapters and History/ Social Science California State Standards	<p><b><i>Section 4—World War I and the 1920s (1914-1929)</i></b>            Lesson 5: Government in the 1920s (11.5, 11.5.1, 11.6.1)            Lesson 6: An Unsettled Society (11.2.7, 11.3, 11.3.2, 11.5, 11.5.2, 11.5.3, 11.9.7)            Lesson 7: The Roaring Twenties (11.11.3, 11.5, 11.5.4, 11.5.6, 11.8.8)            Lesson 8: The Harlem Renaissance (11.5, 11.5.5, 11.8.8)</p>	
Social Justice Standards	<p><b><u><a href="#">The Harlem Renaissance and the Fight for Democratic Ideals Lesson Plan Resources Folder—courtesy of Lucas Capra</a></u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Objective: Students will be able to describe and explain (DoK 2) how artistic expression reflected the democratic desires of people during the Harlem Renaissance by examining primary sources at four different stations and using the information to complete a written response to the prompt: To what extent was the artistic expressions of the Harlem Renaissance a fight for democracy?</li> <li><input type="checkbox"/> Social Justice Standards:               <ul style="list-style-type: none"> <li>○ Diversity 8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.</li> </ul> </li> <li><input type="checkbox"/> Perspectives. Gender, African-Americans/Black Americans, SES</li> </ul>	

# HISTORY-SOCIAL SCIENCE FEATURES OF THE NEW U.S. HISTORY ACES CURRICULUM GUIDE

Each unit includes resources from Facing History to add rigor to teaching and learning.

Facing History	<p><input type="checkbox"/> <a href="#">Americans and the Holocaust</a> – A mini unit that includes the activities regarding Jewish refugees and following the stories of four people applying for refugee status in the US</p> <ul style="list-style-type: none"> <li>• <a href="#">Two Who Dared / The Sharps’ Dilemma</a></li> <li>• <a href="#">Mocking World Leaders</a></li> <li>• <a href="#">World Responses to Kristallnacht</a></li> <li>• <a href="#">The United States Enters World War II</a></li> <li>• <a href="#">The Holocaust as a Call to Conscience</a></li> </ul> <p>Related to Japanese-American Incarceration:</p> <ul style="list-style-type: none"> <li>○ Farewell to Manzanar Study Guide <a href="#">And Then They Came For Us</a></li> <li>○ <a href="#">Bearing Witness to Japanese American Incarceration</a></li> </ul> <p><input type="checkbox"/> On the Universal Declaration of Human Rights:</p> <ul style="list-style-type: none"> <li>○ <a href="#">Fundamental Freedoms: Eleanor Roosevelt and the Universal Declaration of Human Rights</a></li> <li>○ <a href="#">Video: Fundamental Freedoms: Eleanor Roosevelt, the Holocaust, and the Universal Declaration of Human Rights</a></li> </ul>
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# HISTORY-SOCIAL SCIENCE FEATURES OF THE NEW U.S. HISTORY ACES CURRICULUM GUIDE

Additional resources, from state and national History-Social Science organizations are also included for each unit

Additional Resources	<ul style="list-style-type: none"> <li>□ Lost LA Curriculum Project <ul style="list-style-type: none"> <li>○ <a href="#">The Green Book: How Did African Americans Adapt to the Challenges of Travel in the U.S.</a></li> </ul> </li> <li>□ Stanford History Education Group <ul style="list-style-type: none"> <li>○ <a href="#">Japanese American Incarceration</a></li> <li>○ <a href="#">Zoot Suit Riots</a></li> <li>○ <a href="#">The Atomic Bomb</a></li> </ul> </li> <li>□ California Education and the Environment Initiative <ul style="list-style-type: none"> <li>○ <a href="#">Postwar Industries and the Emerging Environment Movement</a></li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>▪ <a href="#">Teacher's Masters</a></li> <li>▪ <a href="#">Teacher's Masters Form Fillable</a></li> <li>▪ <a href="#">Common Core Correlation Guide</a></li> <li>▪ <a href="#">Information Cards</a></li> <li>▪ <a href="#">NGS Maps: Human Imprint</a></li> <li>▪ <a href="#">NGS Maps: View From Space</a></li> <li>▪ <a href="#">Visual Aids</a></li> <li>▪ <a href="#">Visual Aids Projectable Format</a></li> <li>▪ <a href="#">Student Edition</a></li> <li>▪ <a href="#">Student Workbook</a></li> <li>▪ <a href="#">Student Workbook Form Fillable</a></li> <li>▪ <a href="#">Fact Sheets: Ecological Regions of North America</a></li> </ul> <ul style="list-style-type: none"> <li>○</li> </ul>
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# HISTORY-SOCIAL SCIENCE FEATURES OF THE NEW U.S. HISTORY ACES CURRICULUM GUIDE









The course includes a PBL capstone activity called "Be a Historian." Resources to implement the Capstone were created.

Project Milestones					
<a href="#">Entry Event Resource Folder</a>	<a href="#">Milestone #1 Resource Folder</a>	<a href="#">Milestone #2 Resource Folder</a>	<a href="#">Milestone #3 Resource Folder</a>	<b>Milestone #4 Resource Folder</b>	<b>Milestone #5 Public Product</b>
Entry Event:  NY Times: <a href="#">Two States, Two American Stories</a>	Students select a topic and conduct preliminary research.	Students create a historical research question, with feedback from their peers, and conduct research to answer that question.	Student create an outline and a draft of their paper, with feedback from their peers.  Students use peer feedback to revise their paper into a second/final draft.	Students create a physical product/museum piece to represent and showcase their learning.	Students present their work in a museum style display.
<b>Key Student Question</b>	<b>Key Student Question</b>	<b>Key Student Question</b>	<b>Key Student Question</b>	<b>Key Student Question</b>	<b>Key Student Question</b>
How is our understanding of historical events influenced by historians?	How do historians conduct research?	How do historians craft a good research question?	What makes for a good historical narrative?	How can historical events be presented in an engaging and accurate manner?	



# HISTORY-SOCIAL SCIENCE FEATURES OF THE NEW U.S. HISTORY ACES CURRICULUM GUIDE

Resource folders  
provide shared access  
to teaching materials.

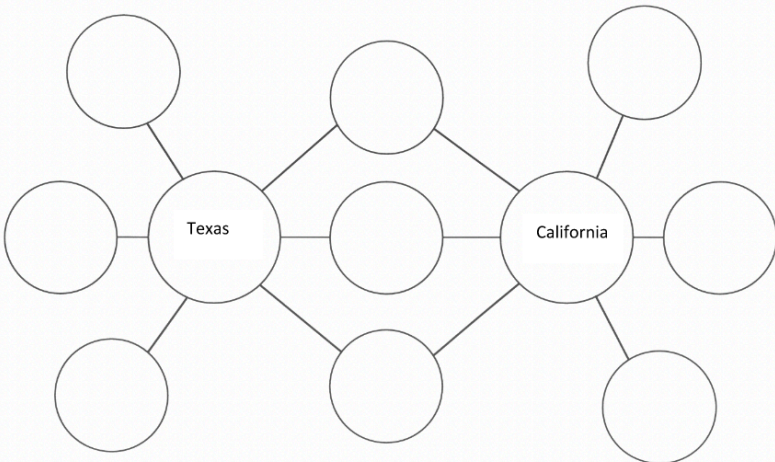
Name ↑	Owner	Last modified
 0 Compare Contrast Textbooks.docx 	me	Mar 3, 2020 me
 0 Compare Contrast Textbooks.pdf 	me	Mar 3, 2020 me
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# HISTORY-SOCIAL SCIENCE FEATURES OF THE NEW U.S. HISTORY ACES CURRICULUM GUIDE

11<sup>th</sup> Grade U.S. History—ACES  
Be a Historian Project  
  
Entry Activity

Complete this graphic organizer as you read the NY Times article

**Double Bubble Map** Name \_\_\_\_\_



**2-17** **Double Bubble Map for Comparing (similarities) and Contrasting (differences)**

INNOVATIVE LEARNING GROUP  
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Materials include student activities that provide scaffolds and other strategies such as Thinking Maps....

# HISTORY-SOCIAL SCIENCE FEATURES OF THE NEW U.S. HISTORY ACES CURRICULUM GUIDE


...and PowerPoints,  
pertinent readings,  
and other items.

**HOW IS HISTORY CREATED?**

**WHAT DO THESE QUOTES TELL US ABOUT HISTORY?**




History is written by the victors.  
— Winston Churchill




History is almost always written by the victors and conquerors and gives their view. Or, at any rate, the victors' version is given prominence and holds the field.  
— Howard Zinn

Who decides whose story gets told?  
How is history different when told from the perspectives of different groups?

**WHAT DOES THIS IMAGE TELL US ABOUT HARRIET TUBMAN?**




**WHAT DOES THIS IMAGE TELL US ABOUT HARRIET TUBMAN?**



**EXAMINE THE NY TIMES TEXTBOOK ARTICLE**

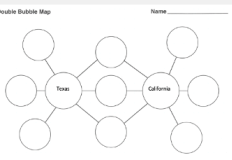
THE SEVEN BEST TEXTBOOKS FOR AMERICAN STUDENTS

American history textbooks can differ across the country, in ways that are shaded by partisan politics.



**COMPARE & CONTRAST HOW HISTORY IS PRESENTED IN CALIFORNIA & TEXAS**

- California & Texas are the largest purchasers of textbooks in the nation.
- Who decides what is included?
- What impact do these decisions have?

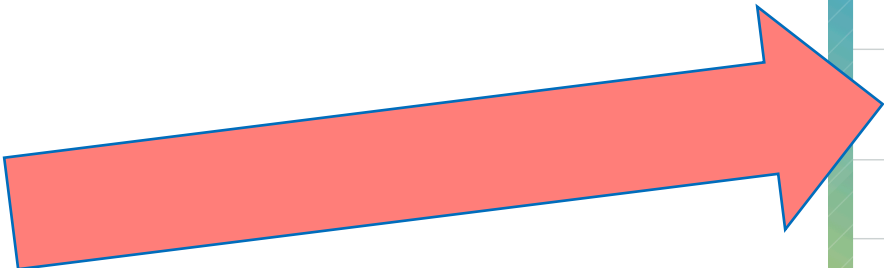


Double Bubble Map for Comparing Similarities and Contrasting Differences



**CAPSTONE  
GOALS:  
CONNECTIONS  
WITH LOCAL  
HISTORY AND  
LOCAL  
RESOURCES**

# NEW U.S. HISTORY COURSE HAS BEEN GRANTED UC APPROVAL FOR ALL THREE HIGH SCHOOLS FOR 2020-2021



A History / Social Science 2 years required ?		
★ AP Government and Politics United States	Civics / American Government	Classroom-based
★ AP Human Geography	World History / Cultures / Historical Geography	Classroom-based
★ AP United States History	U.S. History	Classroom-based
★ AP World History	World History / Cultures / Historical Geography	Classroom-based
U.S. Government	Civics / American Government	Classroom-based
U.S. Government IM	Civics / American Government	Classroom-based
U.S. History	U.S. History	Classroom-based
U.S. History (Core)	U.S. History	Online
U.S. History IM	U.S. History	Classroom-based
United States History- American Cultures and Ethnic Studies (ACES)	U.S. History	Classroom-based
World History P	World History / Cultures / Historical Geography	Classroom-based
World History P IM	World History / Cultures / Historical Geography	Classroom-based



# SMMUSD 11<sup>TH</sup> GRADE UNITED STATES HISTORY TEACHERS



Adam Panish



Bryn Boyd



Matt Flanders

- Ned Ackers
- Amy Bisson
- Lucas Capra
- Doug Kim
- Andy Meyer
- Deborah Siemer



Maggie Colburn

# **HISTORY- SOCIAL SCIENCE NEXT YEAR'S GOALS**

6<sup>th</sup> Grade: Ancient World History

7<sup>th</sup> Grade: Medieval World History

8<sup>th</sup> Grade: United States History, Early

9<sup>th</sup> Grade: Freshman Seminar

10<sup>th</sup> Grade: World History, Modern

11<sup>th</sup> Grade: United States History, Modern

12<sup>th</sup> Grade: Economics

12<sup>th</sup> Grade: Government