

<b>DEPARTMENT: ESL/TBE</b>	<b>COURSE TITLE: ESL HISTORY OF THE U.S.</b> <b>COURSE NUMBER: 061</b>
<b>GRADE(S): 10-12</b>	<b>PRE-REQUISITES (IF ANY): ESL WORLD CIVILIZATIONS OR PLACEMENT TEST</b>

<b>UNIT</b>	<b>LENGTH</b>	<b>CONTENT</b>	<b>SKILLS</b>	<b>METHODS OF ASSESSMENT</b>	<b>FRAMEWORK STRAND(S) &amp; STANDARD(S)</b>
Constitution and Government	3 weeks	<ul style="list-style-type: none"> <li>Principles of democracy</li> <li>Government in our daily lives</li> <li>The use of compromise in writing the Constitution</li> <li>The three branches of government and their powers</li> <li>Separation of powers</li> <li>Checks and balances</li> <li>The Bill of Rights and other amendments</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Read and develop vocabulary (ongoing).</li> <li>Understand different points of view (ongoing).</li> <li>Memorize first few lines of the <i>Declaration of Independence</i>.</li> <li>Become aware of government in our lives.</li> <li>Relate the Constitution to current situations.</li> <li>Connect responsibilities to rights.</li> </ul>	<ul style="list-style-type: none"> <li>Recitation of <i>Declaration of Independence</i> lines</li> <li>Response writing to readings and class discussion</li> <li>Comprehension and critical thinking questions</li> <li>Newspaper projects</li> <li>Vocabulary quiz</li> <li>Test</li> </ul>	<p>History 1, 2, 4</p> <p>Civics/Gov. 16, 17, 18, 19, 20</p>
Westward Expansion	2 weeks	<ul style="list-style-type: none"> <li>The acquisition and settlement of new territories and manifest destiny</li> <li>Cattle industry and mining</li> <li>Treatment of Native Americans and the effects on Native American cultures</li> <li>Age of railroad expansion</li> <li>The Chinese</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Look critically at differing accounts of the same event.</li> <li>Use different sources and appropriate research methods.</li> <li>Present research to the class.</li> </ul>	<ul style="list-style-type: none"> <li>Response writing to readings and class discussions</li> <li>Comprehension and critical thinking questions</li> <li>Note cards and source cards</li> <li>Research presentation</li> </ul>	<p>History 1, 2, 3, 4, 5</p> <p>Geography 8, 9, 10</p> <p>Economics 13</p> <p>Civics/Gov. 19</p>
African Americans, Reconstruction and Civil Rights	3 weeks	<ul style="list-style-type: none"> <li>Review of Civil War and Reconstruction</li> <li>Post Reconstruction and segregation</li> <li>Voting restrictions</li> <li>Civil Rights Movement</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Gain an overview of the changing circumstances for African Americans from slavery through the Civil Rights Movement.</li> <li>Role play a martyr from the Civil Rights Movement.</li> <li>Write a letter summarizing the goals and strategies of the Civil Rights Movement in honor of the martyr.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension and critical thinking questions</li> <li>Role playing</li> <li>Letter</li> </ul>	<p>History 1, 2, 4, 5</p> <p>Geography 9</p> <p>Civics/Gov. 17, 18, 19</p>
Industrialization, immigration and urbanization	3 weeks	<ul style="list-style-type: none"> <li>Early factories and industry</li> <li>New inventions, particularly by African Americans</li> <li>Assembly line and mass production</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Research an African American inventor or leader from this period.</li> <li>Present information to the class using Powerpoint.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension and critical thinking questions</li> <li>Powerpoint presentation</li> <li>Note cards and source cards</li> </ul>	<p>History 1, 2, 3, 4, 6</p> <p>Economics 11, 12, 13</p>

		<ul style="list-style-type: none"> <li>The rise of big business (steel and oil)</li> <li>The economy and the role of government</li> <li>The rise of immigration</li> <li>The growth of cities</li> </ul>	<ul style="list-style-type: none"> <li>Compare their families' immigrant experience with that of past immigrants.</li> </ul>	<ul style="list-style-type: none"> <li>Immigrant experience chart</li> <li>Vocabulary test</li> </ul>	
Reform movements	2 weeks	<ul style="list-style-type: none"> <li>The rise of unions</li> <li>The struggle of farmers</li> <li>Conditions in factories</li> <li>The Women's Movement</li> <li>Improvements in education and medicine</li> <li>The Progressive Movement</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Prepare and present a poster outlining problems and solutions to an issue of discontent in the early 1900s.</li> <li>Write a "muckraking" or persuasive article.</li> <li>Give a speech based on the article.</li> </ul>	<ul style="list-style-type: none"> <li>Response writing to reading and class discussion</li> <li>Poster and presentation</li> <li>Article and speech</li> </ul>	<p>History 1, 2, 4, 5, 6</p> <p>Economics 12, 13</p>
Imperialism and World War I	2 weeks	<ul style="list-style-type: none"> <li>The Spanish-American War</li> <li>Acquisition of territories in Latin America and the Pacific</li> <li>Relations with Latin America</li> <li>Relations with Japan and China</li> <li>Causes and results of World War I</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Prepare and participate in a debate on American Imperialism.</li> <li>Learn some debating skills.</li> <li>Prepare and present a news summary of an aspect of World War I.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension and critical thinking questions</li> <li>Response writing to reading and class discussion</li> <li>Debate</li> <li>News report</li> <li>Test</li> </ul>	<p>History 1, 2, 3, 4, 5</p> <p>Geography 8, 9</p> <p>Economics 12, 15</p>
The Great Depression and World War II	2 weeks	<ul style="list-style-type: none"> <li>The 1920s</li> <li>Causes of the Great Depression and government responses to it</li> <li>The rise of dictators in Europe and Japanese actions in Asia</li> <li>The U.S. in World War II</li> <li>The Holocaust</li> <li>The atomic bomb</li> <li>Japanese internment camps</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Understand prosperity and depression and the government's role</li> <li>Understand the causes, atrocities and effects of World War II</li> </ul>	<ul style="list-style-type: none"> <li>Response writing to reading and class discussion</li> <li>Comprehension and critical thinking questions</li> <li>Test</li> </ul>	<p>History 1, 2, 3, 5</p> <p>Economics 11, 12, 13</p> <p>Civics/Gov. 18, 20</p>
The Cold War and the Superpowers	4 weeks	<ul style="list-style-type: none"> <li>The post-war boom and the Truman years</li> <li>The Cold War and the rise of communism</li> <li>The Korean War</li> <li>The Vietnam War</li> <li>Conflict in the Middle East</li> <li>The Kennedy, Nixon, and Carter Years</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Choose a topic.</li> <li>Write preliminary research summary.</li> <li>Use appropriate research methods and sources.</li> <li>Write research paper including Works Cited page.</li> <li>Give oral presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension and critical thinking questions</li> <li>Response writing to reading and class discussion</li> <li>Preliminary research summary</li> <li>Research paper</li> <li>Notecards and source cards</li> <li>Works Cited page</li> <li>Oral presentation</li> </ul>	<p>History 1, 2, 3, 5</p> <p>Geography 8</p> <p>Economics 11, 15</p> <p>Civics/Gov. 16, 20</p>
Recent Advancements,	2 weeks	<ul style="list-style-type: none"> <li>Advancements in women's rights and the rights of people of color</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Choose a group to research current</li> </ul>	<ul style="list-style-type: none"> <li>Poster and presentation</li> <li>Comprehension and critical</li> </ul>	<p>History 1, 2, 3, 4, 5, 6</p>

Lingering Discrepancies		<ul style="list-style-type: none"> <li>• Continuing issues of injustice, prejudice and inequality</li> <li>• Social issues and problems</li> <li>• Recent immigration</li> <li>• The Reagan and Bush years</li> </ul>	<p>statistics about.</p> <ul style="list-style-type: none"> <li>• Prepare a poster display.</li> <li>• Give oral presentation.</li> <li>• Review and synthesize course content.</li> </ul>	<p>thinking questions</p> <ul style="list-style-type: none"> <li>• Response writing to reading and class discussion</li> <li>• Letter to George Washington</li> </ul>	Civics/Gov. 16, 17, 19
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