

Sample School District

Written Student Learning Plan 2011-2012 School Year - Grades 9-12

Student: John Doe Student Number 392-121-182 Grade 11th
Certificated Teacher: Mr. American High Beginning Date 9 /1/11 Ending Date 6/15/2012
 Course Meets District graduation requirements CEDARS Course Code: 04035 Student Email: esmart@myemail.com
Minimum Hours per week of Learning Activities Required: 5 Estimate provided by: Mr. American High

Certificated Staff signature & Date

Student signature & Date

Students Must Maintain Weekly Contact: Students are required to maintain weekly direct personal contact with their teacher and that contact shall be for the purposes of instruction, review of assignments, testing, inquires on progress, or other learning activities. All meetings between certificated teacher and student will be done weekly through the learning management system, email, phone, face-to-face and/or instant messaging.

Weekly and Monthly Progress Evaluation:

Student progress is evaluated weekly. Student monthly progress is at the discretion of the certificated teacher based on weekly evaluations and the students' ability to complete the required learning benchmarks for that month. If a student fails to make progress all weeks, then monthly progress is unsatisfactory.

Student monthly progress is specifically evaluated against progress benchmarks which are clearly defined in the online course for each month. In addition to the course schedule, these benchmarks may also come in the form of lesson, unit, assignment and/or assessment completion dates. These established progress benchmarks will allow teachers and students to assess the students' educational progress in meeting the course learning standards. At a minimum, students must turn in at least one assignment per week to maintain a status of "making monthly progress," but will need to complete all the instructor is asking for each week in order to complete the course on time.

Instructional Materials:

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All learning activity resources and folders are contained within the student online course. Online course is accessed via login and password emailed directly to student upon enrollment. Course website: www.myonlineschool.org. No additional textbooks or materials.

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Desired Results

Credit: ____ one semester (.5) X two semesters (1)

When a student successfully completes the CBA for ICAN American Studies A, they can receive .5 credit even if full course is not completed.

Estimate of hours per week engaged in learning activities:

5 hours of class work per week, until student demonstrates mastery of all American Studies essential academic learning standards.

Prerequisites and/or recommended preparation: *to recover a credit they previously failed.*

Course Overview:

Semester A begins with a review of the foundations of American government, looking at the Constitution and the rights and responsibilities we have as American citizens. Following that first unit, the course jumps to the Gilded Age, examining the industrialization of America and its rise to power in the world. We will look at the issues of child labor, immigration, and imperialism as we study America at the turn of the 20th century, and then we will see the impact of WWI on American society. This semester of American Studies concludes with a look at the “roaring twenties,” the stock market crash, and the great depression of the 1930’s.

Semester B begins with a study of the outbreak of WWII and America’s involvement in this global conflict and continues on with an examination of the development of the cold war and its global consequences. Moving on chronologically, the course explores the American Civil Rights Movement, the Vietnam War, and the impact of events such as the Watergate scandal that led to a loss of faith in the American government. Finally, the course will conclude with a study of “modern America” in which we will look at the impact of events such as the Oklahoma City Bombing, 9/11, and the wars in Iraq and Afghanistan.

Units Included in Semester A:

1. US—Our Foundations (An overview of American Government)
2. Industrialization (The West and the Gilded Age)
3. The Emergence of the US as a World Power, the Progressive Era, WWI, and the First Red Scare
4. Reform and Prosperity (1901-1929)
5. The Great Depression and the 1930’s

Units Included in Semester B:

1. WWII, The 1950’s and the Early Cold War
2. Civil Rights and Vietnam: The 1960’s and 1970’s
3. The Late Cold War and Modern America
4. Final Project/11th Grade Classroom Based Assessment (CBA)

All coursework is aligned with the Washington State and District EALRs.

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ELEVENTH GRADE – UNIT OUTLINES

See Accompanying EALRs Below

Course learning goals and GLE’s are met by successful completion of the learning activities are outlined for each unit.

Semester A Unit Outline 1: US- Our Foundations (1776-1791)

Essential Question(s):

- How do a nation’s stated ideals and principles shape how its citizens think and act?

Guiding Question(s):

- How has the founding of the United States shaped its history?

Unit One, Part One: Our Foundations (1776-1791)			
		Grade Level Expectations	Student Evidence/Formative Assessment Measures
Civics	1.1.1	Analyzes and evaluates the ways in which the U.S. Constitution and other fundamental documents promote key ideals and principles	<p><u>Examples:</u> Analyze various foundational documents (Common Sense, The Declaration of Independence, The Articles of Confederation, The Constitution, The Bill of Rights, The Federalist Papers) and compare them. Analyze the relationship between foundational documents. Analyze a variety of Constitutional principles (either individually or in small groups) and find a contemporary application Examine the relationship between the body of the Constitution and the Bill of Rights Examine Supreme Court Cases and evaluate their impact on current issues. Examine the roles, duties, and relationship between the three branches of government</p>
Civics	1.4.1	Analyzes and evaluates ways of influencing local, state, and national governments to preserve individual rights and promote the common good.	<p><u>Examples:</u> Create a PAC (Political Action Group) including goals, supporters, funding, etc. Participate in a local form of civic involvement such as: writing to a Congressman, attending a City Council meeting, writing a letter to the Editor, etc. Examine the roles, duties, and relationship between the three levels of government Examine a topic from the news and analyze how the government advocates for the common good while protecting individual rights (Referendum 71, Hurricane Katrina, Patriot Act, Health Care Reform).</p>

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Semester A Unit Outlines 2 & 3: Industrialization and the Emergence of the United States as a World Power (1890-1908)

Essential Question(s):

- How does a nation become a world power?
- What are the advantages and disadvantages of being a world power?

Guiding Question(s):

- How and why did the United States emerge as a world power?
- What impact did World War I have on the United States at home and abroad?

		Required GLE	Suggested Examples
HISTORY	4.2.1	Evaluates how individuals and movements have shaped the United States.	Explains the ways in which industrial leaders, such as Carnegie and Rockefeller, impacted the political, economic, and social developments in America in the late 19 th century.
HISTORY	4.2.2	Analyzes how <i>cultures</i> and <i>cultural groups</i> have shaped the United States	Weighs the costs and benefits of immigrant labor on the industrialization of the United States. Weighs the costs and benefits of the Progressive Movement on the Labor Movement.
HISTORY	4.2.3	Analyzes and evaluates how technology and ideas have shaped U.S. history	Analyzes the impact of the industrial revolution.
ECONOMICS	2.3.1	Evaluates the role of the U.S. government in regulating a market economy in the past or present.	Critiques the effectiveness of the Sherman Anti-Trust Act in ensuring competition in the market. Critiques the effectiveness of the Federal Reserve Board in helping to control inflation through the regulation of interest rates.
SOCIAL STUDIES SKILLS	5.4.1	Evaluates and interprets other points of view on an issue or event within a paper or presentation.	Evaluates and interprets other points of view on America’s role in developing the Panama Canal. Analyzes the arguments for and against American imperialism (Spanish-American War involvement and/or Philippine acquisition) Evaluates and interprets other points of view on why the women’s suffrage movement succeeded.

Semester A Unit Outlines 4 & 5: US- Reform, Prosperity, and Depression (1901-1939)

Essential Question(s):

- How has the United States faced the dilemma of maintaining the balance between free enterprise and governmental regulation and oversight?

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- What are the relationships among the rise of industrialization, large-scale rural-to-urban migration, and increases in immigration?
- Guiding Question(s):
- What are the different explanations for the Great Depression and how did the New Deal fundamentally change the role of the federal government?
- How did the balance of federal power shift between the legislative, executive, and judicial branches in the 20th century?

		Required GLE	Suggested Examples
HISTORY	4.2.1	Evaluates how individuals and movements have shaped the United States	Explains how the 19 th Amendment and the New Deal Policy define U.S. history following World War I as period of reform. Examines the impact of muckraking on Progressive Era reform.
ECONOMICS	2.1.1	Analyzes the incentives for people’s economic choices in the United States in the past or present.	Examines what economic incentives caused people to join labor unions in large numbers during the Great Depression. Examines how the overproduction of agricultural products led farmers to destroy their supply to boost prices at the beginning of the Great Depression. Examines how automobile producers set prices in the 1920s to generate sustainable demand among middle-class Americans. Examines what economic incentives caused the U.S. government to institute the Bracero program.
ECONOMICS	2.3.1	Evaluates the role of the United States government in regulating a market economy in the past or present (government).	Analyzes the changing role of the United States government during the progressive era and the great depression.
Social Studies Skills	5.1.1 AND 5.2.2	Analyzes the underlining assumptions of positions on an issue or event. Evaluates the validity, reliability, and credibility of sources when researching an issue or historical event in the United States	Analyzes the impact of the great depression and the New Deal by completing document analysis and a depression era Document Based Question Essay.

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Semester B Unit Outline 1: US- WWII, and the Early Cold War (1931-1960)

Essential Question(s):

- What has been the role of the United States in the spread of global interdependence?
- Guiding Question(s):
- What caused World War II and how did World War II transform role of the United States in world affairs and foreign policy?
- What were the causes and consequences of the Cold War?

		Required GLE	Suggested Examples
ECONOMICS	2.2.1	Understands that nations have competing philosophies about how best to produce, distribute, and consume goods, services, and resources.	Compares the economic systems of the United States to the U.S.S.R. during the Cold War. Compares the differing economic philosophies in the United States and Japan in the 1960s, 1970s, and 1980s.

		Required GLE	Suggested Examples
GEOGRAPHY	3.2.3	Analyzes the causes and effects of voluntary and involuntary migration in the United States in the past or present.	Analyzes the reasons for the rise of the suburbs in the years following World War II. Analyzes the causes and effects of the growth of the sunbelt in the years following World War II.
GEOGRAPHY	3.3.1 AND 3.1.1	Analyzes and evaluates elements of geography to trace the emergence of the United States as a global, economic and political force in the past or present. Analyzes information from geographic tools to draw conclusions on an issue.	Examines the geographic factors that contributed to the division of Europe in the years immediately following World War II Examines the impact of geography on American foreign policy during the Cold War.

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CIVICS	1.3.1	Evaluates the impact of international agreements on contemporary world issues.	Examines why the United States policy of the Truman Doctrine was implemented and critiques the costs and benefits for Korea. Examines why the United States was involved in Vietnam between 1950 and 1975 and critiques the costs and benefits of this policy for the United States and the world.
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SOCIAL STUDIES SKILLS	5.4.1	Evaluates and interprets other points of view on an issue or event within a paper or presentation.	Examines underlying assumptions of the American dropping of the atomic bomb and evaluates the decision by participating in a debate. Evaluates the development of the Cold War and evaluates American decisions in the early cold war years.
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Semester B Unit Outline 2 & 3: Civil Rights, Vietnam, the Late Cold War, & Modern America (1945-Present)

Essential Question(s):

- How has the United States dealt with issues of equality and the extension of civil liberties?
- How has the United States dealt with the gap between prosperity and poverty?
- How do people respond to times of uncertainty?

Guiding Question(s):

- What were the domestic economic and social changes as a result of World War II?
- What have been the causes and consequences of efforts to improve the environment?
- What are the major social problems and domestic policy issues in contemporary American society?
- How does America's changing cultural, ethnic, religious, economic, and social landscape impact public policy, perceptions, and attitudes both inside and outside our borders?
- What themes and developments define the era in which we live?
- How are the issues and problems facing us today similar to or different from those that existed in previous eras?

		Required GLE	Suggested Examples
HISTORY	4.4.1	Analyzes how an understanding of history can help us prevent problems today.	Examines the United States' ability to meet the challenge of global climate change based on responses to environmental challenges in the past. Examines how understanding the history of immigration laws in the United States can help us decide how to regulate immigration today.

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HISTORY	4.3.1	Analyzes differing interpretations of events in US history.	<p>Debates the merits of the American approach to Vietnam</p> <p>Evaluates the approaches of Nixon, Carter, and Reagan to the economic troubles of the 1970's</p> <p>Evaluates Reagan's approach to the Cold War.</p>
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Semester B: Constitutional Issues CBA or Final Project

		Required GLE	Suggested Examples
CIVICS	1.1.2	Evaluates how well court decisions and government policies have upheld key ideals and principles in the United States.	<p>Critiques how courts and government policies have supported or failed to support civil rights.</p> <p>Critiques how courts and government policies have supported or failed to support the constitutional right to freedom of speech.</p> <p>Critiques how well the Supreme Court decision in Parents Involved in Community Schools v. Seattle School Dist. No. 1 upheld the right to equal protection.</p>
	1.1.1	Analyzes and evaluate the ways in which the United States constitution and other fundamental documents promote key ideals and principles in the United States.	<p>Analyze a variety of Constitutional principles (either individually or in small groups) and find a contemporary application</p> <p>Examine the relationship between the body of the Constitution and the Bill of Rights</p> <p>Examine Supreme Court Cases and evaluate their impact on current issues.</p> <p>Examine the roles, duties, and relationship between the three branches of government</p>
Social Studies Skills	5.4.1	Evaluates and interprets other points of view on an issue or event within a paper or presentation.	<p>Presents a clearly stated plausible position on a constitutional issue and supports it with accurate evidence in a classroom based assessment</p> <p>Evaluates at least three points of view other than their own related to the issue and provides evidence to support the ideas in a classroom based assessment.</p>

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Types of Learning Activities

Direct Instruction	Indirect Instruction	Experiential Learning	Independent Study	Interactive Instruction
<input type="checkbox"/> Structured Overview <input type="checkbox"/> Mini presentation <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Demonstrations <input type="checkbox"/> Other (List)	<input checked="" type="checkbox"/> Problem-based <input type="checkbox"/> Case Studies <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Practice <input type="checkbox"/> Project <input type="checkbox"/> Paper <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Other (List)	<input checked="" type="checkbox"/> Virt. Field Trip <input type="checkbox"/> Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Field Observ. <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Bldg. <input type="checkbox"/> Surveys <input type="checkbox"/> Other (List)	<input type="checkbox"/> Essays <input type="checkbox"/> Self-paced computer <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Directed Study <input type="checkbox"/> Research Projects <input type="checkbox"/> Other (List)	<input type="checkbox"/> Discussion <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Peer Partner Learning <input type="checkbox"/> Project team <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing <input type="checkbox"/> Other (List)

CR American Studies A Learning Activities

All Units

For each unit, you will take a pretest. In any Unit, if you score a minimum score of 7 or better on the pretest, you can skip the work for that Unit. If you do not earn a 7 or better, you must complete the work listed for that unit and then earn a minimum score of 7 or better on the post-test. If you do not score a 7 on the post-test, you will need to wait a minimum 2 days before trying it again.

Unit 1 Assignments

All students need to complete the following:

1. Watch the Federalism Powerpoint.
2. Complete Assignment 1.3 a. Freedom of Speech in Schools.
3. Before completing the post-test make sure and review all the material in the Unit one presentation folder.

Students who score 1,2,3 or 4 on the pre-test must also complete:

1. Complete assignment 1.2b. American Govt. Scavenger Hunt

Unit 2 Assignments

All students need to complete the following:

1. Review all the material in the Unit two presentation folder.
2. Complete one of the three assignments in section 2.1.

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3. Complete assignment 2.2a, Gilded Age Cartoon Analysis

Students who score a 1, 2, 3, or 4 on the pre-test must also complete:

1. One additional assignment in section 2.1
2. The other assignment in 2.3

Unit 3 Assignments

All students need to complete the following:

1. Review all the material in the Unit three presentation folder
2. 3.1a Immigrant Group Research Project
3. 3.2 a Spanish American War Analysis
4. 3.3a SAS in-school The US enters WWI

Students who score 1, 2, 3, or 4 on the pre-test must also complete:

1. 3.3c The Zimmermann telegraph Document Analysis

Unit 4 Assignments

All students need to complete the following:

1. Review all the material in the Unit four presentation folder
2. 4.1a: SAS In school: The Progressive Era
3. 4.1d Video Quiz

Students who score 1,2,3 or 4 on the pre-test must also complete:

1. 4.1c: Muckraker Current Event

Unit 5 Assignments

All students need to complete the following:

1. Review all the material in the Unit five presentation folder
2. Complete the following reading assignment pp. 286-289, pp. 292-297
3. 5.2a Great Depression fact Sheet Investigation
4. 5.3a New Deal Assignment
5. 5.4a Going to The Promised Land

Students who score a 1, 2, 3, or 4 on the pre-test must also complete:

1. Assignment 5.1a: 1920's Cultural Web Search

CR American Studies B Learning Activities

For each unit, you will take a pretest. In any Unit, if you score a minimum score of 7 or better on the pretest, you can skip the work for that Unit. If you do not earn a 7 or better, you must complete the work listed for that unit and then earn a minimum score of 7 or better on the post-test. If you do not score a 7 on the post-test, you will need to wait a minimum 2 days before trying it again.

Unit 1 Assignments

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All students need to complete the following:

1. 1.1 BBC Investigation
2. 1.1b WWII Timeline Analysis
3. 1.1d: World War II: the American Homefront
4. Review all the material in the Unit one presentation folder

Students who score 1, 2, 3, or 4 on the pre-test must also complete:

1. 1.1f: Wartime Mobilization and Adjustments on the Home Front

Unit 2 Assignments

All students need to complete the following:

1. Review all the material in the Unit two presentation folder.
2. Complete the following reading assignments
pp. 482-496: These pages are about the civil rights movement in the 1960's.
pp. 544-551: Vietnam and anti-war movements
pp. 568-594: American Counterculture
3. 2.1a: Changing Court Views
4. 2.2c: 1960's Culture Project
5. Vietnam War Practice Quiz

Students who score 1, 2, 3, or 4 on the pre-test must also complete:

1. 2.1c: Civil Rights Position Paper

Unit 3 Assignments

All students need to complete the following:

1. Review all the material in the Unit three presentation folder
2. 3.1a: War Powers Analysis
3. 3.1b: 1970's Cultural Web Search
4. 3.1c: Watergate Analysis Questions

Students who score 1,2,3 or 4 on the pre-test must also complete:

1. 3.1d: Reagan Policy Analysis

Classroom Based Assessment

All students must complete the CBA to gain credit in this course.

Adapted from Understanding by Design Template available online and the Understanding by Design: Professional Development Workbook.

References:

Wiggins, G., & McTighe, J. (n.d.). Understanding by Design Exchange. Retrieved November 2, 2004 from <http://www.ubdexchange.org/>
Wiggins, G., & McTighe, J. (2004). Understanding by design: Professional development workbook. Alexandria, VA: Association for Supervision and Curriculum Development.)