

**REDLANDS UNIFIED SCHOOL DISTRICT  
HIGH SCHOOL COURSE APPROVAL REQUEST FORM  
GRADES 9-12**

**THIS SECTION IS TO BE COMPLETED BY A SCHOOL DISTRICT REPRESENTATIVE:**

**School Submitting Information**

School: RUSD High Schools Department: Special Services  
(course offerings will be made available for all schools)

**Contact Information**

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**Course Information**

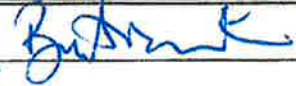
Course Title: US History Dynamic Transcript Name (15 Max): USHISTD

Length of course: One Year Amount of Units: 10  
(one semester, two semesters, or one-year course)

Area of Credit: Social Science  
(How will this course satisfy graduation requirements? Math, English, Elective, etc. Will it roll to a secondary credit if any?)

**Teacher Requirements**

Credential Required: Education Specialist Additional Training: CLAD

Department Review Date: 4.5.24 Dept. Signature: 

Site Administrator Signature: 

**THIS SECTION IS RESERVED FOR DISTRICT USE:**

**Assigned Reviewer Section**

Reviewed by: Julie Swan Date reviewed: 04/08/24

☒ District section of this form is appropriately completed

☒ All required attachments are affixed and appropriate

☒ Site signatures current and appropriate

Recommendation: ☒ Approve ☐ Do Not Approve Signature: 

**Course Approval Curriculum Committee**

Approved by: Unanimous Decision Date approved: 04/17/24

Date approval/disapproval notification letter sent: 04/19/24

Signature: 

Board Submission Date: May 7, 2024 Board Approved Date: \_\_\_\_\_

Redlands Unified School District Course of Study  
**High School Course Description for US History Dynamic**

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<b>Course Title:</b> US History Dynamic	<b>Curricular Area:</b> History/Social Science
<b>Course Number:</b>	<b>Length:</b> One year
<b>Grade Level(s):</b> 11	<b>Prerequisites:</b> Eligible to participate in the California Alternate Assessment (CAA)
<b>Meets a UC a-g Requirement:</b> No	<b>Meets NCAA Requirement:</b> No
<b>Meets High School Graduation Requirement for:</b> History/Social Science	

### Course Outline

United States History Dynamic 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 US History from the late nineteenth through 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. 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.

### Alignment (Connection to Common Core)

This course is aligned to the California Grade 11 United States and Geography: Continuity and Change in the Twentieth Century Standards and the California History/ Social Science Framework for Grade 11. *California does not currently have extended standards for social studies.*

### Examples of Assessments Appropriate for the Course:

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

### Instructional Materials

#### Required Textbook(s)

1. Unique Learning Systems

#### Novels and Other Readings

- 1.

#### Supplemental Materials

- 1.

#### Suggested Video/DVDs/Films

- 1.

#### Web Sites

- 1.

#### Software/Applications

### Exit Criteria (Assessments):

ULS Checkpoints: 3-5 units semester 1 and 3-5 units semester 2

Proficiency = a pass grade = an overall average score of 60% or higher on all combined units post test checkpoints and/or demonstrates proficiency in completing coursework assignments.

### Development Team

This Course of Study was developed/revised in March 2024 by Britta Davidson(Coordinator IV, Special Education) and Lisa Perry (Teacher on Assignment).

Redlands Unified School District Course of Study

## High School Course Description for **US History Dynamic**

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### **Support for English Language Learners:**

- English Language Development Connectors will be integrated into Lesson Design, Implementation, and Assessment. *The **ELD Connectors** represent the highest level of expected performance in English language proficiency (ELP) for English learners with the most significant cognitive disabilities at a given grade or grade span.*
- There will be a language objective.
- Instruction will be differentiated for Emerging, Expanding, and Bridging linguistic ability.
- Teaching will be intentional (Purpose will be clear and coherent, goals will be determined collaboratively in response to assessed student needs)
- A variety of models of instruction will be employed, including but not limited to: Inquiry-Based Learning, Collaborative Learning, and Direct Instruction.
- Culturally and Linguistically Responsive Pedagogy will be implemented
- Students will be provided multiple means of acquiring skills and knowledge, multiple means of expressing their understandings, and multiple means of engaging with the content.
- A variety of grouping strategies will be employed to maximize student learning.
- Linguistic Scaffolding (planned and just-in-time) will be provided to allow learners to successfully access the learning.
- Students' primary language will be leveraged as a resource in a student's acquisition of English and content.
- Collaborative literacy tasks, including but not limited to, whole and small group discussions, will be utilized to amplify content and language understanding.

### ***U.S. History Units***

- Identify the cause or result of a historical event or period of time.
- Use multiple sources to create a sequence of events from a historical period.
- Identify social, economical and political reasons for the Declaration of Independence and the American Revolution.
- Describe ways that technology has changed workplaces, cities and communities (e.g., results of the Industrial Revolution to present day).
- Recognize that attitudes can reflect prejudice and discrimination (e.g., racial discrimination that continued after the Civil War, Nineteenth Amendment).
- Identify roles of leaders as peacekeepers in the community, state and country (e.g., emergence of the United States as a world leader after World War I).
- Recognize that working as a group can help identify a problem and develop a plan for its solution (e.g., The Great Depression and the New Deal).
- Consider a conflict situation and reasons for staying out of it or getting involved (e.g., World War II, nuclear arms).
- Explain how conflicts can be resolved through compromise (e.g., Cold War, Vietnam War).
- Describe contributions to our society by people of various cultures, races and ethnicities.
- Evaluate current national issues and their advantages or challenges to this country.

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**SAMPLE COURSE CONTENT AND ACTIVITIES**

<b>Unit 9: Movements for Equality</b>	
<ul style="list-style-type: none"><li>● <b>Guiding Questions:</b></li><li>● How did the Civil Rights movements challenge and change the American identity?</li><li>● What were the goals and strategies of the Civil Rights movements?</li><li>● How did various movements for equality build upon one another?</li><li>● What connections can be made between this time period and other time periods, including the present day?</li></ul>	
<b>Content Standards</b>	<b>Sample Practice</b>
<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 political impacts, and issues regarding religious liberty.</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>