



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1k

Meeting Date: July 16, 2015

Subject: Course of Study Approval: U.S. History: Public Health 1P, 2P

- ☐ Information Item Only
- ☒ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: _____)
- ☐ Conference/Action
- ☐ Action
- ☐ Public Hearing

Division: Academic Office/Curriculum & Instruction

Recommendation: Approve the Course of Study for U.S. History: Public Health 1P, 2P

Background/Rationale: “U.S. History and Public Health” is a course with an emphasis on the history of wartime medicine and public health in America. Students analyze major historical events, trends and concepts within the context of the U.S. History standards. Students make connections between the evolution of medicine and the development of American thought and government, which are brought into sharp relief by events such as the Enlightenment, the Civil War and the Great Depression. The course focus is on the History of Medicine and Public Health in America from its founding to the present and aligns with the California Content Standards for Social Studies 11, Common Core Standards for Literacy in Content Areas, and CTE standards.

Financial Considerations: None

LCAP Goal(s): College and Career Ready Students

Documents Attached:

1. Course of Study for U.S. History: Public Health 1P, 2P

Estimated Time of Presentation: NA

Submitted by: Olivine Roberts, Chief Academic Officer and Iris Taylor, Assistant Superintendent for Curriculum & Instruction

Approved by: José Banda, Superintendent



COURSE OF STUDY

FOR

U.S. History: Public Health 1P, 2P
SHS271, SHS272

Segment	High School
Length of Course	One Year
Developed by	Allison Alair Christin O'Cuddehy
First Edition	2014 - 2015

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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SECTION ONE — GENERAL INFORMATION

U.S. History and Public Health

COURSE DESCRIPTION

U. S. History and Public Health is a course with an emphasis on the history of wartime medicine and public health in America. Students analyze major historical events, trends and concepts within the context of the U.S. History standards. Students make connections between the evolution of medicine and the development of American thought and government, which are brought into sharp relief by events such as the Enlightenment, the Civil War and the Great Depression. The course focus is on the History of Medicine and Public Health in America from its founding to the present and aligns with the California Content Standards for Social Studies 11, Common Core Standards for Literacy in Content Areas, and CTE standards.

In U.S. History and Public Health students study the major turning points in American history in the twentieth century and enhance their experience by infusing medical topics into each unit. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, including natural rights and the Rationalist belief in man's duty to improve society, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, both their social and cultural effects as well as their effects on healthcare and public health. Students trace the change in the ethnic composition of American society and its implications for health care disparities, the movement toward equal rights for racial minorities and women, and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social and medical problems of our time and trace their causes in historical events. Students track major medical developments through history and focus on the history of Public Health in America. They explore how the United States has served as a model for other nations and come to understand that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

RATIONALE

During the year long course, students will chronologically examine U.S. History and the progress of Public Health to develop the skills required to college and career readiness.

COURSE GOALS

Upon completion of this course, students will be able to:

- Analyze the significant events in founding of the nation
- Identify the important documents of American Democracy- The Declaration of Independence and the U.S. Constitution
- Show the impact of the Enlightenment on the rise of democratic ideas in America
- Trace the history of Public Health in America
- Create a History of Medicine Timeline
- Explain the cause and course of the Civil War
- Perform a Civil War battlefield triage reenactment scene
- Follow the social, economic, and political changes caused by the Industrial Revolution
- Diagnose common factory injuries during the Industrial Revolution
- Describe the health risks and diseases as a result in the overcrowding of urban cities during the turn of the century and show what role sanitation and hygiene play in health
- Analyze the role Progressivism played in great social change
- Write about how religion played a role in the founding of America and had lasting moral, social, and political impacts on issues regarding religious liberty, civil rights, and medical ethics.
- Explain the history of the Food and Drug Administration
- Describe the reason for the passage of the Food and Drug Act of 1906
- Trace the history of illegal drugs in the United States
- Compare the horrors of the meat packing industry from the early 1900's to information learned about current food processing in America
- Watch the documentary Food, Inc.
- Trace the rise of the U.S. to its role as a world power in the 20th century
- Describe Theodore Roosevelt's foreign policy
- Explain how, when and why the U.S. entered WWI
- Identify and define key medical terms used in battlefield triage settings and use them in explaining medical issues.
- Describe the horrors of trench warfare
- Diagnose common trench warfare-related illnesses in WWI
- Demonstrate knowledge of epidemiology
- Describe the 1918 Flu Epidemic- its cause, symptoms, and spread
- Explain how the Treaty of Versailles contributed to the start of WWII
- Understand how the nation's path from The Roaring 20's to the Harlem Renaissance, Stock Market Crash, and Great Depression still resonates in our modern economic concerns.
- Show how the technological advances of the 1920's impacted popular culture and medicine
- Analyze how the New Deal fundamentally changed the role of the federal government
- Analyze America's participation in WWII
- Explain the cause, course and major battles of WWII
- Identify the Axis and Allied Power on a world map

- List the medical technology that has been created during times of war
- Explain how the end of WWII brought on the Cold War
- List the major events of the Cold War
- Listen to lectures from John Hopkins Bloomberg School of Public Health online course
- Read three books; *A Midwife's Tale*, *The Jungle*, *Major Problems in the history of American Medicine and Health*

COURSE STANDARDS

11th Grade U.S. History California Content Standards

Grade 11 Standard 1:

Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.
2. Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.
3. Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.
4. Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.

Grade 11 Standard 2:

Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

1. Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's *The Jungle*.
2. Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.
3. Trace the effect of the Americanization movement.
4. Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.
5. Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.
6. Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.
7. Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., using biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody).
8. Examine the effect of political programs and activities of Populists.
9. Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson).

Grade 11 Standard 3:

Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.

1. Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, antimonarchy and self-rule, worker protection, family-centered communities).
2. Analyze the great religious revivals and the leaders involved in them, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in the nineteenth century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times.
3. Cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism).
4. Discuss the expanding religious pluralism in the United States and California that resulted from large-scale immigration in the twentieth century.
5. Describe the principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate on the issue of separation of church and state.

Grade 11 Standard 4:

Students trace the rise of the United States to its role as a world power in the twentieth century.

1. List the purpose and the effects of the Open Door policy.
2. Describe the Spanish-American War and U.S. expansion in the South Pacific.
3. Discuss America's role in the Panama Revolution and the building of the Panama Canal.
4. Explain Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy, drawing on relevant speeches.

5. Analyze the political, economic, and social ramifications of World War I on the home front.
6. Trace the declining role of Great Britain and the expanding role of the United States in world affairs after World War II.

Grade 11 Standard 5:

Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.

1. Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.
2. Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.
3. Examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition).
4. Analyze the passage of the Nineteenth Amendment and the changing role of women in society.
5. Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).
6. Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.
7. Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.

Grade 11 Standard 6:

Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.

1. Describe the monetary issues of the late nineteenth and early twentieth centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s.
2. Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis.
3. Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.
4. Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).
5. Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.

Grade 11 Standard 7:

Students analyze America's participation in World War II.

1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.
2. Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.
3. Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Army, the 442nd Central Postal Directory, the Navajo Code Talkers).
4. Analyze Roosevelt's foreign policy during World War II (e.g., Four Freedoms speech).
5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.
6. Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.
7. Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).
8. Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the U.S. economy.

Grade 11 Standard 8:

Students analyze the economic boom and social transformation of post-World War II America.

1. Trace the growth of service sector, white collar, and professional sector jobs in business and government.
2. Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.
3. Examine Truman's labor policy and congressional reaction to it.
4. Analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.
5. Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.
6. Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.
7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.
8. Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).

Grade 11 Standard 9:

Students analyze U.S. foreign policy since World War II.

1. Discuss the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in shaping modern Europe and maintaining peace and international order.
2. Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.
3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:
 - a. The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting
 - b. The Truman Doctrine
 - c. The Berlin Blockade
 - d. The Korean War
 - e. The Bay of Pigs invasion and the Cuban Missile Crisis
 - f. Atomic testing in the American West, the “mutual assured destruction” doctrine, and disarmament policies
 - g. The Vietnam War
 - h. Latin American policy
4. List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the “nuclear freeze” movement).
5. Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.
6. Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.
7. Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.

Grade 11 Standard 10:

Students analyze the development of federal civil rights and voting rights.

1. Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt’s ban on racial discrimination in defense industries in 1941, and how African Americans’ service in World War II produced a stimulus for President Truman’s decision to end segregation in the armed forces in 1948.
2. Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including Dred Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of Education, Regents of the University of California v. Bakke, and California Proposition 209.
3. Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.
4. Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcolm X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr.’s “Letter from Birmingham Jail” and “I Have a Dream” speech.
5. Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.
6. Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.
7. Analyze the women’s rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.

Grade 11 Standard 11:

Students analyze the major social problems and domestic policy issues in contemporary American society.

1. Discuss the reasons for the nation’s changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.
2. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).
3. Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.
4. Explain the constitutional crisis originating from the Watergate scandal.
5. Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.
6. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.
7. Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.

CALIFORNIA COMMON CORE COURSE STANDARDS FOR LITERACY IN THE CONTENT AREAS - 11TH GRADE

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-12

Grades 11-12 Students:

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-12

Grades 11-12 Students:

Text Types and Purposes

1. Write arguments focused on discipline-specific content.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
 - a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary and d. techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
 - e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
3. (See note; not applicable as a separate requirement)

Craft and Structure

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Integration of Knowledge and Ideas

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text

selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Reading and Level of Text Complexity

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CTE STANDARDS

- 1.0 - Explore a variety of health and medical careers, their educational requirements as well as comprehend the skills necessary to enter these career fields
- 2.0 - Understand Public Health and related issues
3. 0 - Answer numerous essential questions divided by thematic CTE units while applying knowledge and skills to common core reading, writing, listening, and speaking
4. 0 - Determine what actions should be taken for appropriate health care from the perspective of the culture, society, family, and individual (deliverer or receiver).
5. 0 - Understand the ethical responsibilities and implications surrounding medical technology advancements, research, and applications.
6. 0 - Determine what aspects of health care are crucial to society
7. 0 - Be able to write and respond to various questions about the health and medical career field
- 8.0 - Be able to research various topics and discussions surrounding the health and medical career field.
9. 0 - Gather, analyze, and respond to incoming global medical information to effectively communicate with others in the health care industry
10. 0 - Consider and research careers in the health care industry

INSTRUCTIONAL MATERIALS:

Holt U.S. History Textbook-American Anthem

Holt U.S. History workbook-American Anthem

Major Problems in the American History and Public Health

John Hopkins Bloomberg School of Public Health-online course

SUPPLEMENTARY MATERIALS:

1. iCivics.com
2. Secrets of the Dead-PBS-1918 Flu Epidemic
3. Food Inc. Documentary
4. Rx for Survival documentary
5. War Horse (excerpt)
6. Glory (excerpt)
7. Saving Private Ryan (excerpt)
8. Various YouTube videos- Shell Shock, Roaring 20's
9. Textbook Title: Introduction to Health Science Technology
10. Novel: The Jungle, Upton Sinclair
11. Novel: A Midwife's Tale
12. Non-fiction: Major Problems in the history of American Medical and Health
13. Non-fiction: A People's History of the United States
14. Internet: D'Arrigo Contract Signed, United Farm Workers
15. Title: Guns, Germs, and Steel: The fates of human societies
16. Title: Women's Rights Movement Timeline
URL Resource(s): <http://www.infoplease.com/spot/womenstimeline2.html#ixzz20uJRuNSs>

17. Title: The History of Medicine "1800-1850"
 Publisher: Wellness Directory of Minnesota
 URL Resource(s): www.mnwelldir.org/docs/history/history03.htm
18. Title: Check Up! "A guide to the special health care needs of ethnic religious minority communities"
 URL Resource(s): www.diversiton.com/downloads/checkup.pdf
19. Title: Early History of Infectious Disease
 URL Resource(s): www.jblearning.com/samples/0763728799/28799_CH01_001_022.pdf
20. Title: Framing Obesity: The Evolution of News Discourse on Public Health Issue.
 URL Resource(s): hks.harvard.edu/presspol/publications/papers/working_papers/2004_05_lawrence.pdf
21. Title: The Policies of Medicare and Health Reform Then and Now
22. Title: Into the Light "As Battlefield Medicine Continues its Evolution, Soldiers, and Medics Reap Benefits"
 URL Resource(s): www.riley.army.mil/documents/dutyfirst/110808101511.pdf
23. Title: Your Rights Under Title VI of the Civil Rights of 1964
 URL Resource(s): www.hhs.gov/ocr/civilrights/resources/factsheets/yourrightsundertitleviiofthecivilrightsact.pdf
24. Title: Skills for Psychological Recovery
 URL Resource(s): <http://www.royalcommission.vic.gov.au/Documents/Document-files/Exhibits/WIT-3001>
25. Title: The Tuskegee Syphilis Study
26. Title: Why Provide Insurance Protection for Injured Workers?
 URL Resource(s): <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1888620/>
27. Title: Positive and Negative Impacts of The New Deal
 URL Resource(s): <http://www.encyclopedia.com/doc/1G2-3468301291.html>
28. Title: The Birth of the Clinic
29. Title: Epidemics and Ideas: Essays on the Historical Perception of Pestilence
30. Titles: Center For Disease Control and Prevention - website and public postings
 Edition: Unknown
 Publisher: cdc.gov
 Author(s): Center For Disease Control and Prevention
 URL Resource(s):
<http://www.cdc.gov/DiseasesConditions/>
<http://www.cdc.gov/HealthyLiving/>
<http://emergency.cdc.gov/>
<http://www.cdc.gov/InjuryViolenceSafety/>
<http://www.cdc.gov/Environmental/>
<http://www.cdc.gov/Workplace/>
<http://www.cdc.gov/stltpublichealth/index.html>
<http://www.cdc.gov/DataStatistics/>
<http://www.cdc.gov/GlobalHealth/>
<http://wwwnc.cdc.gov/travel/>
<http://www.cdc.gov/LifeStages/>
31. Titles: American Medical Association
 Author(s): American Medical Association
 URL Resource(s):
<http://www.ama-assn.org/ama/pub/physician-resources/medical-ethics.page?>
<http://www.ama-assn.org/ama/pub/physician-resources/medical-science.page?>
<http://www.ama-assn.org/ama/pub/physician-resources/public-health.page?>
<http://www.ama-assn.org/ama/pub/physician-resources/health-information-technology.page?>
<http://www.ama-assn.org/ama/pub/physician-resources/patient-education-materials.page?>
<http://www.ama-assn.org/ama/pub/physician-resources/legal-topics.page?>
<http://www.ama-assn.org/ama/pub/physician-resources/clinical-practice-improvement.page?>
<http://www.ama-assn.org/ama/pub/education-careers/becoming-physician.page?>
<http://www.ama-assn.org/ama/pub/education-careers/careers-health-care.page?>

32. Publication: Scientific American: Guest Blog
33. When Religion Collides With Medical Care: Who Decides What is Right for You?
URL Resource: <http://blogs.scientificamerican.com/guest-blog/2012/04/02/molecules-to-medicine-when-religion-collides-with-medical-care-who-decides-what-is-right-for-you/>
- Additional URL Resources:
34. National Association of Public Hospitals and Health Systems (NAPH)
35. <http://www.naph.org/Homepage-Sections/explore/History/1860.aspx>
36. http://womenshistory.about.com/od/civilwar/p/ussc_civil_war.htm

SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS

Unit I	Democracy and Healthcare in America	4 weeks
Unit II.....	Civil War Medicine-Triage and Nursing	2 weeks
Unit III.....	Industrial Revolution-Life and Death	3 weeks
Unit IV	Progressivism and Public Health	3 weeks
Unit V	World War I and Trench Warfare-Injuries and Diseases	4 weeks
Unit VI	Great Depression-Government's role in health and welfare	2 weeks
Unit VII	WWII - Technology and Medicine	3 weeks
Unit VIII	Cold War-DNA, Medical Imaging	4 weeks
Unit IX	Civil Rights-Healthcare Disparities-Medicare/Medicaid	3 weeks
Unit X	1970's-1980's Modern Public Health Epidemics	4 weeks
Unit XI	End of the Cold War, Terrorism, Obama Care	2 weeks
Unit XII.....	Global Health-America's Role-Rx for Survival	2 weeks

TEACHER RESOURCES

Holt U.S. History Textbook-American Anthem
Holt U.S. History Workbook-American Anthem

RECOMMENDED STUDENT RESOURCES

Holt U.S. History Textbook-American Anthem
Holt U.S. History Workbook-American Anthem

SECTION TWO — COURSE UNITS

UNIT I: Democracy and Healthcare in America

This unit provides an introduction to democracy and the significant events in the founding of the nation. The unit focuses on the ideological origins of the American Revolution, the Founding Fathers' philosophy of unalienable natural rights, the debates on the drafting and ratification on the Constitution and Bill of Rights. With a focus on patient's rights, students will determine whether or not the founding fathers should have included health care in the Bill of Rights. Students will ask and answer if the Declaration of Independence should have read, "Life, Liberty, Health and the Pursuit of Happiness." They will then write their own Declaration of Health Care Independence, creating a list of patient's right, using the Patient's Rights Act of 1996 as a guideline.

California Content Standard for Social Studies Addressed

11.1, 11.1.1, 11.1.2, 11.1.3

Common Core Standards for Literacy in History/Social Studies, 11-12

CCSS R.1, R.3, R.7

CCSS W.1a, c, e, W.2

CTE Standards - 3, 4, 6, 8

Instructional Objectives

Students will be able to:

- Analyze the significant events in the founding of the nation
- Identify the philosophy of government described in the Declaration of Independence
- Explore connections between the government and health care- is it a right?
- Discover whether or not the founding fathers would have voted for universal health care
- Understand the history of the Constitution after 1987 with emphasis on federal versus state authority and connect it to current state battles over Obama Care
- Explain why some states are not expanding Medicaid

Suggested Activities – Students will

- Read the Founding of the Nation chapter in the textbook
- Create class posters listing the amendments to the constitution
- Write a persuasive 5 paragraph letter to Congress arguing for stronger states' rights.
- Write a healthcare amendment for the Bill of Rights and present it to the class
- Start a "History of Medicine Timeline" (ongoing, all year)
- Read Holt Textbook, Chapter on Civil War
- Complete textbook and workbook vocabulary and section assessments
- iCivics.com- Foundations of Government, Road to Constitution, The Constitution, The 3 Branches of Government

- VIDEO-Obama's Deal-Frontline, PBS

Suggested Assessment

- Unit test-Holt textbook
- Argument letter to Congress on states' rights
- On-going vocabulary tests

UNIT II: Civil War Medicine-Triage and Nursing

In this unit, students will examine the effects of the Civil War and Reconstruction on Public Health. They will analyze and explain huge demographic shifts and the emergence of the United States in the late nineteenth century as a world power. This unit provides the students with the understanding of public sanitation and how it is related to general health and hygiene. The students will follow the birth of Public Health in America.

California Content Standard for Social Studies Addressed

11.1, 11.1.4

Common Core Standards for Literacy in History/Social Studies, 11-12

CCSS R.1, R.7, R.

CCSS W.1e, W.2a, b, e

CTE Standards - 3, 5, 8

Instructional Objectives

Students will be able to:

- Examine the effects of the Civil War and Reconstruction
- Follow the history of the industrial revolution
- Produce and reenact a battlefield triage scene from the Civil War

Suggested Activities

- Read the Civil War chapter in the textbook
- Work in a group to create a Civil War battlefield triage reenactment scene
- Watch excerpts from *Glory* and Ken Burns' Documentary *The Civil War* and compare the medical technology and hygiene to battlefield settings today
- Read Holt Textbook, Chapter on Civil War
- Complete textbook and workbook vocabulary and section assessments
- Watch Civil War Medical Station reenactments on YouTube and take notes to get ideas for group reenactment scene

Suggested Assessment

- Write a five paragraph letter from a Civil War doctor home to his family describing the horrid conditions of trying to perform surgery on the battlefield.
- History of Medicine Timeline

UNIT III: Industrial Revolution-Life and Death

Students will analyze the relationship among the rise of industrialization, large-scale urban-to-rural migration, immigration from Europe, and the health issues related to urban crowding. They will also investigate the working conditions in factories during the Industrial Revolution and the role unions played in improving conditions.

Standards Addressed

11.2, 11.2.1, 11.2.3, 11.2.4, 11.2.5, 11.2.6, 11.2.7,

Common Core Standards for Literacy in History/Social Studies, 11-12

CCSS R.1, R.2, R.4, R.7

CCSS W.2, a, d, e, W.7, W.8

CTE Standards - 3, 4, 6, 7

Instructional Objectives

Students will be able to:

- Follow the history of the industrial revolution
- Read excerpts from Upton Sinclair's novel, *The Jungle*, and explain the effects of industrialization on working conditions.
- Compare the horrors of the meat packing industry then to modern food processing by watching the documentary *Food, Inc.*
- Trace the origin of the FDA and explain how the 1906 Food and Drug Act still impacts food and drug safety today
- Explain the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.
- Trace the economic development of the United States and its emergence as a major industrial power.
- The Union's role and the history of workplace injuries: 1900-OSHA (1971)

Suggested Activities

- Read the chapter on the Industrial Revolution in the textbook
- Read and annotate excerpts from Upton Sinclair's *The Jungle*
- Read various articles regarding factory working conditions during the Industrial Revolution and determine how those issues would be addressed by OSHA today.
- Watch *Food, Inc.* and video clips pertaining to *The Jungle*
- Create a group FDA poster showing one time period in its history
- PowerPoint presentation showing the living or working conditions during this time period- take notes to use in Triangle Shirtwaist Fire assessment letter
- Triangle Shirtwaist Fire- Create a memorial for classroom wall
- Video-Hooked-History of illegal drugs in the U.S. (FDA History)

Suggested Assessment

- Vocabulary Booklet
- Holt Textbook chapter on Industrial Revolution
- Holt Chapter Test

- PowerPoint presentation showing the living or working conditions during this time period
- Write a letter as a family member of a victim of the Triangle Shirtwaist Fire, to the owners of the building and the City of New York, asking for fire code regulations.
- Medical History Timeline

UNIT IV: Progressivism and Public Health

Students will be able to identify, define, and recognize key elements of Progressivism. They will analyze how the progressive movement impacted the health, safety and welfare of urban Americans around the turn of the century. The students will apply this knowledge by examining several articles and videos regarding the Progressives and urban squalor. They will understand the importance of the balance between government regulation and public health and safety. Students also examine the roles of Presidents Roosevelt, Taft and Wilson in America's rise to power.

Standards Addressed

11.2, 11.2.1, 11.2.4, 11.2.9, 11.3

Common Core Standards for Literacy in History/Social Studies, 11-12

CCSS R.1, R.2, R.6, R.8, R.9, R.10

CCSS W.1a, b, W.2a, b, e

CTE - 3, 4, 6, 7

Instructional Objectives

Students will be able to:

- Understand the political programs and activities of the Progressives- federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment
- Trace the history of Public Health in America
- Describe the health risks and consequences of urban overcrowding caused by massive rural-to-urban migration
- Read an article about living conditions in tenement slums in New York in 1900
- Write a letter as a doctor to city officials describing the living conditions in a slum and recommend steps to improve it

Suggested Activities

- Write a letter as a doctor to city officials describing the living conditions in a slum and recommend steps
- Watch video on New York City's Department of Sanitation and Colonel George Waring, Jr. and the "White Wings"
- Create a sanitation plan for our school
- Take notes on PowerPoint-History of Sanitation
- The history of toilets- create a PowerPoint

Suggested Assessment

- Holt Textbook Chapter Assessment
- A flyer promoting better sanitation for citizens in New York around 1900
- Letter to New York Mayor asking for sanitation improvement
- History of Toilets student PowerPoint

- School Sanitation promotion poster
- Public Health Vocabulary book
- World History Timeline

UNIT V: World War I-Trench Warfare Injuries and Diseases

Students will trace the rise of the United States to its role as a world power in the twentieth century and focus on WWI medicine as it relates to trench warfare injuries and diseases. Students will trace the foreign policy issues that led up to WWI: The Open Door Policy, The Spanish-American War, and the Panama Canal will set the stage for America's entry on the world stage. Students will follow the cause and course of WWI and analyze the political, economic, and social ramifications of World War I on the home front. Students will understand different types of new technology and weaponry that changed the nature of war, including poison gas. The unit focuses on trench warfare diseases and injuries, including shell shock. The unit concludes with examining the Treaty of Versailles and how soldiers coped with shell shock, considering the limited knowledge of doctors.

Standards Addressed

11.4, 11.4.1, 11.4.2, 11.4.3, 11.4.5, 11.4.6

Common Core Standards for Literacy in History/Social Studies, 11-12

CCSS R.3, R.7, R.8

CCSS W.1, W.2

CTE - 3, 4, 6

Instructional Objectives

Students will be able to:

- Explain how the Alliance System contributed to the cause of World War I
- Discuss America's policy of isolationism
- Understand shell shock and the modern day term PTSD
- Create a Venn Diagram comparing what doctors knew then and now
- Revisit triage and compare how the practice has changed since the Civil War

Suggested Activities – Students will

- Read the WWI chapter in the textbook
- Watch War Horse and answer video questions
- Watch "Shell Shock" documentary and answer video questions.
- Design an educational pamphlet for soldiers with shell shock to take home to their families, using today's medical knowledge of PTSD
- Trench Triage game
- Write a letter home from the trenches
- Read about "The Lost Generation" authors- Hemmingway, for example
- Read excerpts from Hemmingway's *All Quiet on the Western Front*
- Read excerpts from Hemmingway's life as an ambulance driver in *A Farewell to Arms*

Suggested Assessment

- Create a dynamic PowerPoint that shows the medical stations on the battlefields of WWI. Explain the entire medical process for an injured soldier.
- Group project- Write a graphic trench warfare scene for students to act out in class
- Holt Textbook Chapter Test
- Holt Workbook pages
- World War I vocabulary test
- World History Timeline

UNIT VI: Great Depression-Government's Role in Health and Welfare

Touching on the major political, social, economic, technological and cultural developments of the 1920's, this unit explores the Roaring 20's, Women's Suffrage, the Harlem Renaissance, the Stock Market Crash of 1929, and the Great Depression. Following America through prohibition and the good times in the 1920's, students will be able to explain how the stock market crash was inevitable. Also examined are the changing roles of women and the 19th Amendment, the KKK, the ACLU, the Anti-Defamation League, Presidents Harding, Coolidge, and Hoover. Students will end the unit by examining the impacts of the New Deal and the growing role of the Federal Government in public health affairs. They will explain why FDR was not able to put a health care insurance component in the New Deal Students will also watch a video on President F.D. Roosevelt and his struggle with effects of Polio on the Presidency.

Standards Addressed

11.6, 11.6.1, 11.6.2, 11.6.3, 11.6.4, 11.6.5

Common Core Standards for Literacy in History/Social Studies, 11-12

CCSS R.3, R.7, R.9, R.10

CCSS W.1a, c, e, W.2, W.7, W.8, W.10

CTE – 2, 3, 4, 6

Instructional Objectives

Students will be able to:

- Explain how the New Deal fundamentally changed the role of the federal government
- Understand the explanations of the principal causes of the Great Depression
- Explain the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the crisis
- Discuss the human toll of the Depression, including impacts of the Dust Bowl
- List the health risks related to the Dust Bowl
- Trace the advances and retreats of organized labor

Suggested Activities – Students will

- Explain why FDR was not able to pass a health care reform bill with a PowerPoint
- Read Article: A Brief History of Universal Health Care efforts in the U.S.
- Do a quick write to answer the questions:
 - Are we a country of we, or me?
 - Is health care a right?
- Read Holt textbook Chapter on Great Depression
- Watch Dust Bowl video
- Take notes on PowerPoint presentation on New Deal Programs

Suggested Assessment

- The ABC's of the New Deal- poster/chart listing and describing New Deal programs and how they impacted society

- Holt Textbook Chapter Test on the Great Depression
- Related Workbook pages
- History of Medicine Timeline

UNIT VII: WWII - Technology and Medicine

This unit traces the cause and course of World War II, with an emphasis on medical developments during the time. Students examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor. They will explain the Allied Powers wartime strategies including the major battles. They will read about life for Americans on the home front. They will watch videos on the Tuskegee Airmen, the 442nd Regimental Combat team, and the Navajo Code talkers to see the contributions of all Americans. They will explore the impact of the internment of Japanese-Americans. Finally, the unit will end with the medical impact the atomic bombs dropped on Hiroshima and Nagasaki, including radiation poisoning.

Standards Addressed

11.7, 11.7.1, 11.7.2, 11.7.3, 11.7.4, 11.7.5, 11.7.6, 11.7.8

Common Core Standards for Literacy in History/Social Studies, 11-12

CCSS R.1, R.2, R.4, R.6, R.7, R.10

CCSS W.1, W.2a, b, e, W.7, W.8

CTE – 3, 4, 5

Instructional Objectives

Students will be able to:

- Identify Axis and Allied Powers on a map
- Identify major world leaders during WWII
- Locate WWII theaters of battle and island hopping
- Identify the concept of “cause and effect” of fascism in Europe
- Discuss the roles and sacrifices of special fighting forces-Tuskegee Airmen, 44th Regimental Combat team, Navajo Code Talkers
- Describe the build-up to the Holocaust and explain how it was possible
- Follow U.S. troops into battle following Pearl Harbor
- Understand Japan’s military rise and expansion in Asia
- Discuss Japan’s justifications for bombing Pearl Harbor
- Discuss the decision to drop atomic bombs and the consequences
- Predict how the use of atomic weapons will impact the world in the future
- Analyze the massive aid given to Western Europe under the Marshall Plan
- Explain the U.S. occupation of Japan following the war

Suggested Activities

- Read Holt Textbook Chapter on WWII
- Complete related workbook pages
- Watch documentary on Mobile Army Surgical Hospitals
- Watch videos on Pearl Harbor, Midway, Iwo Jima
- Tap in to prior knowledge to review the details of the holocaust
- Research what medical conditions were caused by the conditions in the concentration camps

- Watch History Channel show on Japanese-American Internment Camps-take notes
- Write letter old neighbors as an interned Japanese-American asking them to take care of your house while you are gone

Suggested Assessment

- Chapter Test from textbook
- Reenactment of how America entered WWII in Europe and the Pacific
- Medical pamphlet describing the symptoms of radiation poisoning
- Letter from Japanese Hiroshima/Nagasaki victim to Robert Oppenheimer
- Group Poster- WWII weapons and medical advances
- Holocaust- physicians report as first U.S. Army medical staff onsite at Auschwitz

UNIT VIII: Cold War-DNA, Medical Imaging

This unit explores the origins of the Cold War and its impact on U.S. foreign policy in combination with the economic boom and social transformation of post-World War II America. While following the major events of the cold war, students will reflect on the many social changes in society: Truman Doctrine, Korean War, Berlin Blockade, Vietnam War, Berlin Wall, Bay of Pigs and the Cuban Missile Crisis. The medical emphasis will be the effect of Agent Orange on Vietnamese citizens and U.S. soldiers and the development of Mobile Army Surgical Hospitals and the discovery of DNA and major improvements in medical imaging.

Standards Addressed

11.8, 11.8.1, 11.8.2 11.8.3 11.8.4, 11.8.5, 11.2.6, 11.2.7, 11.2.8
11.9, 11.9.1, 11.9.2, 11.9.3, 11.9.4, 11.9.5, 11.9.5, 11.9.6, 11.9.7

Common Core Standards for Literacy in History/Social Studies, 11-12

CCSS R.1, R.2, R.7

CCSS W.1, W.2b, e, W.4, W.5

CTE – 3, 4, 5

Instructional Objectives –

Students will be able to:

- Understand why it was called the “Cold” war
- Explain the major conflicts between the U.S. and U.S.S.R.
- Discuss the Domino Theory
- Research the secret war of the CIA in Laos
- Write a paper on the Vietnam War
- Read about and identify the all of the lifestyle changes in the 60’s
- Explain how a Medical Army Surgical Hospital works on the battlefield
- Identify how the discovery of DNA changed medical history
- Write about the history of medical imaging and the options today

Suggested Activities

- Read Holt textbook Chapter
- Read supplemental material
- Video-The Century U.S. in the 1960’s
- *Pick a War-* students will choose a Cold War conflict and create a PowerPoint presentation for the class
- Create a Cold War map showing all of the “hot spots”

Suggested Assessment – Students will

- Holt textbook Chapter Test
- Related workbook pages

- PowerPoint on a Cold War conflict
- Cold War Map
- Cold War Vocabulary Book
- Group poster on the history of medical imaging

UNIT IX: Civil Rights-Healthcare Disparities-Medicare/Medicaid

This unit explores how various social issues have resulted in huge disparities for healthcare services in America. Students will read several articles to understand the background of discrimination and the Civil Rights movement, using this as a backdrop to discuss how prejudice and discrimination impact healthcare services for some Americans.

Standards Addressed

11.10, 11.10.1, 11.10.2, 11.10.3, 11.10.4, 11.10.5, 11.10.6, 11.10.7

Common Core Standards for Literacy in History/Social Studies, 11-12

CCSS R.3, R.4, R.5, R.8

CCSS W.1, W.2a, W.6, W.7, W.8

CTE – 3, 4, 6

Instructional Objectives -

Students will be able to:

- Explain how the demands of African Americans helped produce a stimulus for civil rights
- Examine and analyze the key events, policies, and court cases in the evolution of civil rights
- Explain how the advances achieved by African Americans influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities
- Dred Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of Education
- Examine segregation and Jim Crow laws in the South
- Discuss civil rights advocates and their role in passing the civil rights Act of 1964
- Read about the Voting Rights Act of 1965
- Discuss the Women's rights movement and the ERA and changing roles of women
- Read about Affirmative Action and state your viewpoint
- Read about how Prop 209-banned Affirmative Action in California
- Research the impact of prop 209 on higher education in the state.
- Explain the origins of Medicare and Medicaid
- Discuss how our nation's history of discrimination still impacts healthcare equality

Suggested Activities – Students will

- Read Civil Rights chapter in textbook
- Create a civil rights timeline
- Read about healthcare disparities
- Discuss how we can still have disparities in our country
- Debate the role of health care professionals in closing the disparity gap
- Examine how Obama Care will impact health care disparities
- Create a PowerPoint explaining prop 209 and its impact on California universities
- Video: The Century-U.S. in the 1960's

- Watch video on Medicare and Medicaid
- List civil rights leaders and their contributions to the movement

Suggested Assessment

- Civil Rights Vocabulary Test
- Holt Chapter test on civil rights
- Workbook pages
- Quick Write- Explain what healthcare “disparities” are
- PowerPoint on Prop 209
- Write a letter to the Governor arguing either for, or against Affirmative Action

UNIT X: 1970's-1980's Modern Public Health Epidemics

This unit discusses domestic economics and politics in the 1970's and 80's. With a focus on the energy crisis and Watergate, students will follow the shift from post WWII prosperity to the backlash against the government in the 1960's and 70's. Students will continue to follow the civil rights movement, the women's movement and America's struggle to regain economic prosperity. The unit also has a lesson on government scandals since Watergate. The unit will end with an overview of America's role as a global healthcare leader.

Standards Addressed

11.11, 11.11.2, 11.11.3, 11.11.4

Common Core Standards for Literacy in History/Social Studies, 11-12

CCSS R.1, R.2, R.3, R.6, R.10

CCSS W.1b, d, W.6, W.7, W.8, W.10

CTE – 3, 4, 6, 9

Instructional Objectives

Students will be able to:

- Explain American Society in the 1970's
- Compare how attitudes towards government changed in the 1970's
- Identify the causes of the energy crisis in the early 70's
- Explain the impact of the energy crisis on everyday life for Americans
- List major political scandals of the 1970's to the present
- Explore current global health issues and America's role as a global health leader
 - West Nile Virus
 - HINI-Avian Flu
 - Clean Water- history and current status
 - Infrastructure barriers to healthcare in poor countries
 - AIDS in Africa and Thailand
 - Vaccination controversy-Autism-Vaccine for AIDS?
 - MRSA's
 - Eradication of polio and small pox
 - Drug Resistant TB in Honduras
 - Malaria in Africa
 - Discovery of antibiotics

Suggested Activities – Students will

- Read related chapters in textbook
- Create a timeline for the Watergate scandal
- Create a PowerPoint on famous political scandals since 1970
- Explain how President Nixon's resignation affect the country and politics
- Watch Rx For Survival series and complete worksheets
- Play Rx For Survival games

- Rx For Survival Global Health Challenge-PBS website/video/lesson plan

Suggested Assessment

- Test on global health
- PowerPoint on political scandals
- Students will take a comprehensive test on Watergate and the Energy Crisis
- All Rx for Survival assessment worksheets

UNIT XI: End of the Cold War, Terrorism, Obama Care

With the fall of the Berlin Wall in 1990, America becomes the sole superpower in the world. Students look at how this will impact U.S. Foreign Policy. The U.S. saw a new threat on September 11th, with terrorism becoming the new foe. A world of politics without the Soviet Union meant big changes. Students also learn about the Affordable Care Act and its journey through Congress. After reading about Obama Care, students will examine the strengths and weakness of the new program. Students will revisit the lessons from the beginning of the year with a better understanding of Obama Care and democracy.

Standards Addressed

11.11, 11.11.6, 11.11.7

Common Core Standards for Literacy in History/Social Studies, 11-12

CCSS R.1, R.2, R.4, R.5, R.7

CCSS W.2b, W.4, W.8, W.9

CTE – 3, 4, 6, 9

Instructional Objectives

Students will be able to:

- Explain the terrorist attacks on September 11th, 2001 and show how they changed American civil liberties and foreign policy
- Discuss the U.S. reaction to the attacks and the wars in Afghanistan and Iraq
- The road to Obama Care- Explain the history of health insurance
- Explain the barriers to passing the Affordable Health Care Act
- Explain the differing views between Democrats and Republicans
- Describe the initial roll out of the website
- Explain how the funding of the plan works and what is necessary for it to be successful
- Explain the financial penalties for opting out
- Talk about how the U.S. is responding to recent Russian violations of the NATO treaty in Crimea
- Suggest a strategy to improve relations in the post-Cold War era for the U.S. and Russia.
- Explain what happened during the Arab Spring and new struggles for democracy in the world

Suggested Activities – Students will

- Sick Around the World-PBS documentary-Compare other health care system to ours
- Sick Around America-PBS documentary
- “Debunking the Myths”- Popular Mechanics History Channel show on Sept. 11th

Suggested Assessment

- Vocabulary test on healthcare insurance terms and Obama Care legislation-related terms

- Students will give a presentation on Obama Care to students in the 9th and 10th grades
- September 11th timeline, causes and recovery
- Test on Afghanistan and Iraq