



Course Title: U.S. History: Through the Lens 1 & 2			
Initiator:	Aiden Kirkham	School/Department:	Lake City High School

NATURE OF REQUEST

New Course - select one:	<input checked="" type="checkbox"/>	Standard credit	<input type="checkbox"/>	Special Education	<input type="checkbox"/>	Honors
	<input type="checkbox"/>	Advanced Placement (AP)	<input type="checkbox"/>	Intervention	<input type="checkbox"/>	Magnet
	<input type="checkbox"/>	Career/Technical	<input type="checkbox"/>	Gifted and Talented	<input type="checkbox"/>	Hybrid / Online

OR

Change in Course - select one:	<input type="checkbox"/>	Change in course description	<input type="checkbox"/>	Change in title (will require a new code)
	<input type="checkbox"/>	Change in prerequisites	<input type="checkbox"/>	Change in credit distribution (will require a new code)
	<input type="checkbox"/>	Change in course length		
Student Prerequisites for Placement:				

MEETING STATE AND FEDERAL REQUIREMENTS-

Follow this [LINK](#) to find required information to include in the box below for State Courses and Assignments.

Follow this [LINK](#) to find required information to include in the boxes below for CTE Industry Certifications..

State Course Assignment Code:		State Requirements for Teaching Course:	
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CTE Industry Certifications:		CTE Director initials	
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REQUIRED DOCUMENTS (please provide as an *attachment*; templates available on MyCdaSchools > Curriculum)

FROM COURSE PACING GUIDE –Year at a Glance and Scope and Sequence (pages 3 & 4 of this document) **Please only use district template.**

NOVEL RATIONALE: *required for new courses that use fictional / non-fictional novels for whole group instruction.*

COURSE DESCRIPTION

Required for new courses. New course description to be included in the school catalog and/or handbook. When appropriate include old course description with changes. Schools are encouraged to use the state course description.

The goal of U.S. History: Through the Lens is to further students' understanding in US history by expanding upon the US History content class. This class will work with US history teachers in providing additional support to their instruction and further engage student understanding in US history. This class will aim to challenge students to question and evaluate the modern perception of United States history and how our understanding of history is affected by the manner in which we choose to learn about it. Our main focus will be the popular culture interpretation of history represented through featured films. We will use music, photographs, movies and primary documents to aid in our investigation of the modern presentation of history as well as shadow the content based U.S. History class.

This class will use a collection of movies, prints, articles, comics, photos and other sources to follow US History.

Parents will have to sign a "Parental Permission Form" before the student is allowed to participate in the class.

These courses follow US history during the school year, Through the Lens 1 will focus on US history from the founding of America till the Great Depression. Through the Lens 2 will start with a refresher on the Great Depression and move through modern America.



The course uses Historical films/movies to introduce discussion points, but the bulk of the class will be focused around different first hand reading sources and visual aids, such as propaganda posters.

Credits:	Course length:	<input checked="" type="checkbox"/> Semester	<input type="checkbox"/> Year	<input type="checkbox"/> Trimester
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ADVANCEMENT / GRADUATION REQUIREMENTS

Please identify the advancement / graduation requirements that the course meets.

<input type="checkbox"/> Electives (General)	<input type="checkbox"/> Math (High School)	<input type="checkbox"/> Science (Elective)
<input type="checkbox"/> English / Language Arts	<input type="checkbox"/> Math (Elective)	<input type="checkbox"/> Social Studies (United States History)
<input type="checkbox"/> Health and Wellness	<input type="checkbox"/> Math – Middle school	<input type="checkbox"/> Social Studies (American Government)
<input type="checkbox"/> Humanities (Fine / Perf. Arts)	<input type="checkbox"/> Physical Education	<input type="checkbox"/> Social Studies (Economics)
<input type="checkbox"/> Humanities (World History)	<input type="checkbox"/> Career Technical Ed.	<input checked="" type="checkbox"/> Social Studies (Elective)
<input type="checkbox"/> Humanities (World Languages)	<input type="checkbox"/> Science (Biological Science)	<input type="checkbox"/> Other – Please explain:
<input type="checkbox"/> Language Arts - Middle school	<input type="checkbox"/> Science (Physical Science)	

Intended grade levels:	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input type="checkbox"/> 12
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Follow these links to fill in the box below for this section: [IDAHO CONTENT STANDARDS](#) and / or [INDUSTRY STANDARD REFERENCE](#) (please navigate to the page with the program area you are proposing. Pathways and standards documents are linked at the bottom.) *If no state, national, or industry standards exist, attach other standards documentation, such as organizational standards.*

9-12.US2.1.1.1/ 9-12.US2.1.2.3/ 9-12.US2.1.1.1/ 9-12.US2.1.5.1/ 9-12.US2.1.4.4/
9-12.US2.5.1.3/ 9-12.US2.5.1.4/ 9-12.US2.1.1.2/ 9-12.US2.5.1.3/ 9-12.US2.3.2.1
[Link to standards/supporting standards](#) pg. 46

DISTRICT ADOPTIONS identify district / state approved textbooks, ancillary materials with cost for each item, listing the vendor and the source of funding that will be used

Title	ISBN	Cost	Vendor	Source of Funding
"With the Old Breed: At Peleliu and Okinawa"- E.B. Sledge	9780891419198	\$6.29 Each	Bookpal	Social Studies Fund

FINANCIAL IMPACT Identify the potential cost of offering the course including staffing, supplemental and laboratory materials.

Movies will be bought with social studies fund, or the personal fund of the teacher. One per unit.

ALIGNMENT OF ADOPTIONS TO STANDARDS

Follow these links to fill in the box below for this section: *Rigorous and relevant to* [21st Century Standards](#)



OPTIONAL DOCUMENTS FOR SUBMISSION

- Statement of articulation with colleges or universities
- Lesson examples
- Ancillary materials: films, multimedia, authentic documents, etc.

SIGNATURES – Indicates approval

Teacher / Initiator

Date

Deputy Superintendent

Date

Building Administrator

Date

Curriculum Coordinator

Date

SUBMISSION

New course proposals may be submitted **no later than December 23, 2022.**

Send electronic copies of documentation via district email to **Katie Graupman at the District Office.**

Send **original copy** of this **fully completed** and **signed** document to **Katie Graupman, District Office**

District Office Use Only:

Course #: _____ Date: _____ Initials: _____

Year-at-a-Glance

Year-at-a-Glance	Course/Subject	U.S. History: Through the Lens 1 & 2	Code	
	Prerequisite Courses (if applicable)		Grade Level	

Days of Instruction	Unit Concept, Theme, or Big Idea	Assessments	Notes
Unit One: Five Weeks	Creating A new nation: Analyze ways in which language, literature, the arts, traditions, beliefs, values, and behavior patterns of diverse cultures have enriched American society	Each Unit will have an Essay explaining the impact that time period/event had on the History of America and the formation of our current country.	BELOW ARE A LIST OF FILMS THAT MAY BE SHOWN DURING UNITS Only one-two films per unit- Any and all sexual content/nudity will be edited/skipped from any film if it contains it. SEMESTER ONE STARTS Films: 1492: Conquest of Paradise



			Revolution
Unit Two: Four Weeks	Migration, Industry & Urban Society: Analyze the changes in the political, social, and economic conditions of immigrant groups.	Each Unit will have an Essay explaining the impact that time period/event had on the History of America and the formation of our current country.	1883 episode one Gone with the Wind (1939) The Alamo (1960) Jeremiah Johnson
Unit Three: Five Weeks	American Expansion & WW1: Analyze the causes and effects of the expansion of the United States.	Each Unit will have an Essay explaining the impact that time period/event had on the History of America and the formation of our current country.	Modern Times (1936) All Quiet on Western Front (1979)
Unit Four: Three Weeks	Roaring 20s & Great Depression: Identify and analyze the causes of the Great Depression and its effects upon American society.	Each Unit will have an Essay explaining the impact that time period/event had on the History of America and the formation of our current country.	END SEMESTER ONE, MOVE TO "US HISTORY: THROUGH THE LENS II" Great Gatsby (2013) Singin in the Rain (1952) O Brother Where Art Thou Cinderella Man Paper Moon
Unit Five: Four Weeks	WW2: Explain the significance of principal events in the United States' relations with the world, such as the Spanish-American War, World Wars I and II, the formation of the United Nations, the Marshall Plan, NATO, the Korean and Vietnam Wars, the end of the Cold War, and interventions in Latin America and the Middle East.	Each Unit will have an Essay explaining the impact that time period/event had on the History of America and the formation of our current country.	SEMESTER TWO BEGINS HERE Darkest Hour Boy in the Striped Pajamas Book Reading: "With the Old Breed" E.B. Sledge
Unit Six: Six Weeks	Post war/Cold war- Civil Rights: Explain how and why the United States assumed the role of world leader after World War II and analyze its leadership role in the world today. Analyze significant movements for social change.	Each Unit will have an Essay explaining the impact that time period/event had on the History of America and the formation of our current country.	Hunt for Red October War Games (1983) First Man (2018) The Butler Selma Remember the Titans The Help Blast from the Past Dr. Strangelove Apollo 13
Unit Seven: Four	Vietnam War: Explain the	Each Unit will have an	



Weeks	significance of principal events in the United States' relations with the world, such as the Spanish-American War, World Wars I and II, the formation of the United Nations, the Marshall Plan, NATO, the Korean and Vietnam Wars, the end of the Cold War, and interventions in Latin America and the Middle East.	Essay explaining the impact that time period/event had on the History of America and the formation of our current country.	
Unit Eight: four class hours	New Millenium: Analyze the role of government policy in the economic development of the modern United States.	Each Unit will have an Essay explaining the impact that time period/event had on the History of America and the formation of our current country.	Inside 9/11-National Geographic
	Additional rows can be added.		

Scope and Sequence

Grade Level: Course or Content Area:		
	Priority Objectives	Supporting Objectives
UNIT 1 <u>Creating a new Nation</u>	<ul style="list-style-type: none">Students will understand the founding of America by identifying the colonies concerns with British rule	Module 1: Provide and evaluate examples of social and political leadership in American history.
		Module 2: Trace the development



	<ul style="list-style-type: none"> Students will cite evidence of the causes of the Civil War by recognizing key difference with a comparing and contrasting Venn Diagram between North and South 	and expansion of political, civil, and economic rights.
UNIT 2 <u>Migration, Industry & Urban Society</u>	<ul style="list-style-type: none"> Students will identify American migration by creating and labeling a map Students will understand issues that arise between indigenous populations and Americans by investigating conflicts between the US government, settlers, and indigenous peoples. 	Module 1: Identify motives for continued immigration to the United States.
		Module 2: Discuss the causes and effects of 20th century migration and settlement patterns.
		Module 3: Trace federal policies, such as Indian citizenship, Indian Reorganization Act, Termination, AIM, and self-determination which have impacted American Indians historically and currently.
UNIT 3 <u>Expansion & WW1</u>	<ul style="list-style-type: none"> Students will explore America's foreign policy by analyzing primary source documents Students will describe America's role during in WWI by identifying information found in maps, charts, graphs, tables and readings 	Module 1: Explain the significance of principal events in the United States' relations with the world, such as the Spanish-American War, World Wars I and II, the formation of the United Nations, the Marshall Plan, NATO, the Korean and Vietnam Wars, the end of the Cold War, and interventions in Latin America and the Middle East.
UNIT 4 <u>Roaring 20s & Great Depression</u>	<ul style="list-style-type: none"> Students will understand key terms, people, policies, culture of the 1920s by creating a timeline Students will understand the causes and effects of the Great Depression by creating a flow chart 	Module 1: Analyze how economic conditions affect financial decisions.
		Module 2: Provide and evaluate examples of social and political leadership in American history.
UNIT 5 <u>WW2</u> SEMESTER 2	<ul style="list-style-type: none"> Students will understand American isolationism vs intervention by comparing and contrasting the two opposing policies Students will identify major 	Module 1: Explain the relationship between America and Europe before, during and after WW2 and how that relationship changed.



	<p>US contribution in WWII by creating and labeling maps</p> <ul style="list-style-type: none">Students will understand how the war changed America at home by examining the roles of women and minorities	
UNIT 6 <u>Post war/Cold War-Civil Rights</u>	<ul style="list-style-type: none">Students will describe America's role in post-WWII global affairs by examining the Truman Doctrine, Marshall Plan, policy of Containment and the Domino TheoryStudents will analyze Federal policies regarding Civil Rights by reading portions of the 1964 Civil Rights Act.	Module 1: Provide and evaluate examples of social and political leadership in American history.
		Module 2: Provide and evaluate examples of social and political leadership in American history.
UNIT 7 <u>Vietnam War</u>	<ul style="list-style-type: none">Students will understand the consequences of the Vietnam War both home and abroad by creating a cause and effect graphic	
UNIT 8 <u>The New Millenium</u>	<ul style="list-style-type: none">Students will understand the causes and effects of 9/11Students will understand the deepening divide between Democrats and Republicans by comparing and contrasting liberalism and conservatism	Module 1: Analyze the role of the modern United States in the global economy.
		Module 2: Trace the development and expansion of political, civil, and economic rights.



US History through the Lens Syllabus

Course Description:

The goal of U.S. History: Through the Lens is to further students' understanding in US history by expanding upon the US History content class. This class will work with US history teachers in providing additional support to their instruction and further engage student understanding in US history. This class will aim to challenge students to question and evaluate the modern perception of United States history and how our understanding of history is affected by the manner in which we choose to learn about it. Our main focus will be the popular culture interpretation of history represented through featured films. We will use music, photographs, movies and primary documents to aid in our investigation of the modern presentation of history as well as shadow the content based U.S. History class.

This class will use a collection of movies, prints, articles, comics, photos and other sources to follow US History.

Movies with a historical focus also tell us about the times in which they were produced, so for every film we watch we will ask two questions:

1. What does this movie tell a modern viewer about a particular time period?
2. What is the underlying theme of the movie?

Course Requirements:

Discussion (25%)

I expect you to pay attention to the films and to be able to discuss their themes, strengths and weaknesses, and historical accuracy. Included in this grade will be the handouts that must be completed for each film.

Quizzes (25%)

We will have periodic quizzes to ensure that you are paying close attention to the films. I will most likely quiz you on major plot points and characters.

Essays (50%)

At the end of each unit, you will write a 500-word typed essay on one of the films we have watched in class. In your essays you need to address the following issues:

1. How does the film portray the past: does it romanticize or demonize the period; does it accurately portray the past?
2. Do the filmmakers seem to have an agenda (*other than to make money or to entertain*)?
3. What are the film's major themes or ideas?

Film List for each Unit

America's history is full of stories of innovation, triumph, leadership, and courage. However, it is also marred with stories of war, slavery, deceit, and overall treachery. Thus, some of the films that will be shown in this course may contain violent scenes in order to portray an accurate picture of an historical event. Please look over the potential films that could be shown during this course, and sign the permission-to-view form on the class syllabus. If you have any questions or concerns, please feel free to email me at aiden.kirkham@cdaschool.org

Below is the list of the potential movies that will be shown in this course. Please note that the ratings for each movie are listed along with the movie title.

Creating a New Nation

- 1492: Conquest of Paradise (PG-13)
- Revolution (PG)

BEGIN HTTL 2

Migration, Industry & Urban Society

- Gone with the Wind (NR) 1939
- The Alamo (NR) 1960
- Jeremiah Johnson (GP) 1972

WW2

- Darkest Hour (PG-13)
- Boy in the Striped Pajamas (PG-13)
- Band of Brothers/The Pacific (TV-MA) Select Episodes.

American Expansion & WW1

- Modern Times (G) 1936

Roaring 20s & Great Depression

- Singin in the Rain (G) 1952
- O Brother Where Art Thou (PG-13)
- Cinderella Man (PG-13)
- Paper Moon (PG)

Post war/Cold War

- Hunt for Red October (PG)
- War Games (PG)
- The Butler (PG-13)
- Selma (PG-13)
- Apollo 13 (PG)
- The Help (PG-13)

END HTTL 1

Vietnam War

- Vietnam in HD (NR)

New Millenium

- Inside 9/11 National Geographic

History through the lens 1 will end on the roaring 20s. History through the lens 2 will start at WW2.

We will be reading "With the Old Breed" by E.B. Sledge during the WW2 section.

The list of films is a complete list of films that may be shown, but only a couple per unit will actually be used. Any sexual content/nudity in any film will be edited/skipped.

Please return to the teacher:

As the parent/guardian of _____, I have read and understand the syllabus, and the requirements for this class. I have looked over the "Potential Film Permission List", and give permission to my child to view any of the listed movies.

Parent Signature _____

Student Signature _____