

COURSE PROPOSAL - NORTH BOONE CUSD 200

Proposed Course Name: **Recent American Historical Events (RAHE)**

Old Course Name (if applicable): **None (Possibly Current Events)**

Submitted By: **Joseph Pienta**

Implementation Date: **8-1-2023**

Length of Course: **Semester-long course**

Open to which grade levels: **11th - 12th Grade**

Prerequisites: **Successful completion of U.S. history**

Pass/Fail Option: **No**

Credit: **0.5**

If the course meets a graduation requirement, which one does meet?

It does not. It offers other social studies elective credits that can be used towards graduation.

Where does this course fit into the department sequence?

It takes place after freshman year when students take World Cultures and after sophomore year when they take U.S. history. Both are required courses to graduate. Students take this course as a continuation of U.S. history to focus on more recent historical events in American history. It is a different new elective offered alongside sociology and psychology and likely could go alongside or replace current events. The only other required SS class for graduation is Civics.

What is the potential impact of this course on the other department offerings?

This course provides students with more options and opportunities to enhance their understanding of events in U.S. history. It does not conflict with any other social studies class. It will increase student involvement in social studies classes. It also does not impact any other course in any other department unless it is a co-taught class with the English department. Then, the course will add another elective to the English department.

Submit the Completed form to the Building Principal who will forward to the Superintendent

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Course Description:

Recent American Historical Issues is a course that will examine current issues in America from a historical perspective. Research will be needed to understand the specific issues under consideration. The course will be a semester-long course in which it will be co-taught with the English department and will be done in a block setting. The course will cover events in U.S. history from the Vietnam war through the modern era. It will cover such topics as the Civil Rights movement, women's/migrant/LGBTQ rights movement, The Aids crisis, Gulf War, 9/11, the Coronavirus pandemic, and many other events.

Special Notes (i.e., extended periods, team teaching, etc.):

We are looking for this course to be a semester-long, co-taught, block class between the social studies department and the English department.

RATIONALE, OBJECTIVES, STRATEGIES

1. Course Rationale

Simply put, students do not get the full scope of American history in their year-long U.S. history course. This has a lot to do with the amount of content to cover. From the era of the Cold War on, students miss out on learning about the modern era of American history. This is a disservice to them. If we want students to be active citizens in society, they need the full picture. They need to know about the modern world that has shaped the United States that they know. It is essential for them to know this information before moving into a college or even a trade career.

A) What is the evidence of student need for this course? What student data shows that students are interested in this course?

The evidence is stated above in the previous section. Due to the amount of content to cover and the limited time, students and staff are not able to cover the modern world in U.S. history. Though there has not been a specific course survey, the interest is there simply on the amount of students interested in U.S. history and the connections they have to the modern world through their relatives and even their community. There is always a large amount of interest in the social studies electives each year.

B) What departmental needs/goals would this course meet?

This course would be able to meet many of all the new Illinois state mandates for the social studies. Including: modern era genocides, disabilities rights movement, Black history (specifically the Civil Rights Movement), the women's rights movement of the 1960s/70s, LGBTQ history and more.

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C) What institutional needs/goals would this course meet?

This course would meet the specific school goals agreed upon by the social studies department and the district curriculum director. Those specific goals can be attached if necessary for course approval.

2. Course Priority Standards: List 5-6 standards that will be the focus of the curriculum. These standards are priorities because they meet the following criteria:

SS.9-12.IS.1.

Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.

SS.9-12.IS.5.

Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.

SS.9-12.IS.6.

Analyze evidence and identify counter perspectives to revise or strengthen claims.

SS.9-12.IS.7.

Construct arguments using precise and knowledgeable claims with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.

SS.9-12.IS.11.

Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.

3. List the main topics to be taught.

- **War in the modern era (Vietnam through the Iraq/Afghanistan War)**
- **Major social movements in the modern era (civil, womens, LGBTQ, migrant workers, etc)**
- **Major advancements in the modern era (medical, technological, transportation, etc)**

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4. What types of student assessment procedures will be used? How will the assessment be used to guide instruction?

Student assessment will be based on informal/formal assessments, pre-assessments project-based learning assessments which will all include some sort of rubric and will be given through digital means using programs like Google Forms or Mastery Manager in order to track student progress and provide feedback for the students and for the teacher in case any level of re-teaching needs to occur.

5. List resources needed and approximate costs to implement this course. Include staff development, materials, textbooks, additional staff, equipment, technology resources, facilities, and fees.

- **Subscription to Students of History - Annual membership**
- **Attend the annual Illinois Council for the Social Studies conference**

Include any additional information pertinent to your course.

As the course is implemented, other resources may be required/requested but at this moment, there are none that need to be considered.

Signatures: Form must be signed before it can be presented to the Curriculum, Instruction, and Assessment Committee.

Building Principal: _____ Date: _____

Curriculum Director: _____ Date: _____

Superintendent: _____ Date: _____

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